

Challenge for a New Era



Nebraska K-12

**FOREIGN LANGUAGE
FRAMEWORKS**

Copyright ©1996 by the
Nebraska Department of Education
Published by the Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

All rights reserved

The Nebraska K-12 Foreign Language Frameworks was developed by the Nebraska Department of Education through funding provided by the U.S. Department of Education, Secretary's Fund for Innovation in Education, Innovation in Education Program CFDA Number: 84:215E, Grant #R215E40029.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, or national or ethnic origin in its educational programs, admissions policies, employment policies or other agency-administered programs.

Products mentioned in this publication are not necessarily endorsed or recommended by the Nebraska Department of Education. Products are mentioned for your information and review.

Table of Contents

<i>Preface</i>	v
<i>About the Frameworks</i>	ix
<i>Acknowledgments</i>	xi
The Challenge	
Vision	1
Mission.....	3
Goals and Rationale	5
Context and Concerns	7
Goals and Standards	
Using the Frameworks	15
Overview of the Goals and Standards	19
Goal One: COMMUNICATION	
Overview of Goal One	21
Progress Indicators	23
Classroom Examples	29
Development Charts.....	37
Goal Two: CULTURES	
Overview of Goal Two	41
Progress Indicators	43
Classroom Examples	45
Development Charts.....	49
Goal Three: CONNECTIONS	
Overview of Goal Three	51
Progress Indicators	53
Classroom Examples	55
Development Charts.....	57
Goal Four: COMPARISONS	
Overview of Goal Four	59
Progress Indicators	61
Classroom Examples	63
Development Charts.....	67
Goal Five: COMMUNITIES	
Overview of Goal Five	69
Progress Indicators	71
Classroom Examples	73
Development Charts.....	75

Learning Scenarios

- About the Learning Scenarios 77
- Index to Scenarios 78
- Scenarios 83

Frameworks Glossary 127

Frameworks References 133

Assessments 139

- Index 139
- Acknowledgments 140
- Belief Statements 140
- Designing Assessments 141
- Sample Assessments 159
- Assessments Glossary 185
- Assessments Appendixes A-F 187

Curriculum Planning 197

- Index 197
- Acknowledgments 198
- The Planning Process 199
- Key Terms 207
- Templates and Examples 209
- Sample Units 223
- Sample Technology-Enhanced Units 229
- References for Technology-Enhanced Units 252

Strategies for Diverse Learners 253

- Index 253
- Acknowledgments 254
- Planning Instruction 255
- Learning Theories & Instructional Models 263
- Strategies in the Foreign Language Classroom 301
- Glossary 333
- References 335
- Strategies for Diverse Learners Appendixes 337

Teacher Preparation Guidelines 345

 Index 345

 Acknowledgments 346

 Mission Statement 347

 Stages of Teacher Development 348

 Principles 349

 Model Methods Course (secondary level) 355

 Model Methods Course (elementary level) 365

Frameworks Appendix

(Appendix A: deleted)

Appendix B: Issues Papers (abstracts) *renumbered B1*

Challenge for a New Era

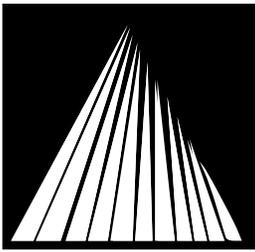
The *Nebraska K-12 Foreign Language Frameworks* includes the knowledge, experience, and energy of a wide variety of people in Nebraska: teachers, administrators, and parents from large and small school districts; higher education instructors; representatives from local and state government, school boards, the business community; and interested citizens from across the state. Their efforts involved reading, reflecting, discussing, writing, evaluating and revising.

This document gives Nebraska citizens a *challenge for a new era* in foreign language education. The Frameworks provides a guide for teachers to make curricular decisions about what students will be able to **do with the language and the information about other cultures**. The document also offers school boards and administrators a rationale and guidelines for planning a fully articulated foreign language education program from kindergarten through twelfth grade.

This is a “living” document which should continue to develop through the years. Please read the Frameworks document carefully and evaluate it honestly. We invite your comments. Together we can provide a curricular guideline which gives all Nebraska students the opportunity to communicate in a language other than English, to learn about other cultures, to connect with other disciplines, to compare their language and culture with others, and ultimately to use the language at home and around the world.

“Language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground.”

Walt Whitman



NEBRASKA DEPARTMENT OF EDUCATION

Douglas D. Christensen, Ph.D., Commissioner

Polly Feis, Deputy Commissioner

• 301 Centennial Mall South • P.O. Box 94987 • Lincoln, Nebraska 68509-4987
• Telephone • 402-471-2295 (Voice/TDD) • Fax 402-471-017

Dear Colleagues:

The Nebraska Department of Education is committed to the principle of providing quality education for all students. Our commitment is expressed in the High Performance Learning Model, a model that offers guidance to local school districts as they plan and implement school improvement activities, including the redesign of their curriculum. The High Performance Learning Model identifies essential areas that school districts may consider in school improvement plans.

High Performance Learning requires quality curriculum, effective instructional programs, and implementation of best practice. Curriculum frameworks provide ways to develop quality in High Performance Learning.

The Department of Education suggests that local schools use curriculum frameworks to examine current curriculum, to determine important revisions and to consider the implementation of national standards, such as the Standards for Foreign Language Learning, written in collaboration with the American Council for the Teaching of Foreign Languages and the American Associations for the Teaching of Spanish and Portuguese, French, and German.

The Nebraska K-12 Foreign Language Frameworks identifies essential content knowledge and skills that students should know and be able to do to communicate and understand people and cultures from other countries. It does so in a manner that provides direction without being prescriptive. This model is a framework, not a curriculum, and serves as a guide for local decision-making.

The Foreign Language Frameworks is very flexible. No matter when a language program is started in individual school districts, the curriculum decision-makers can apply the goals, standards, and progress indicators of the Frameworks to their curriculum. The Frameworks advocates active student participation by encouraging students to practice using the language in a variety of contexts.

It is our hope that this K-12 Foreign Language Frameworks provides guidance and support to enhance learning for all students in the State of Nebraska and that it will be used as a resource for local curriculum planning.

Sincerely,

DOUGLAS D. CHRISTENSEN, Ph.D.
Commissioner of Education

About the Standards/ Frameworks Project

The Nebraska K-12 Foreign Language Standards/Frameworks Project is designed to provide direction, and coordination for best practices in foreign language instruction. The project is supported by a grant from the U.S. Department of Education, Secretary's Fund for Innovation in Education with the State of Nebraska, Department of Education.

The Frameworks is a resource for schools to improve the quality of education for ALL students through systemic change. The Frameworks document is a statement of what students should **know and be able to do** to achieve the goals of foreign language education. It is NOT a mandate, a method of instruction, or a curriculum. The *Nebraska K-12 Foreign Language Frameworks* includes **goals, standards, progress indicators, classroom examples, sample learning scenarios, and sample assessments.**

The Nebraska K-12 Foreign Language Standards/Frameworks Project is a three-year, multi-faceted project. Phase I includes the drafting and review of the standards and their incorporation into a frameworks document. Phase II implements the standards in several ways. The standards serve as a basis for the development of teacher education guidelines and model methods courses. In addition, statewide workshops provide foreign language teachers with opportunities to see modeling of best practices, to give input, and to share ideas with colleagues. Activities in pilot schools and summer institutes and the work of the Learning Scenario Review Board contribute to the implementation of the standards and increase the involvement of foreign language educators. Phase III provides a cadre of master teachers to offer staff development opportunities statewide to broaden the implementation of the standards and promote best practices.

Many individuals contributed to this document. They include the Advisory Committee, Steering Committee, Review Board, Writing Teams, and Teacher Preparation Guidelines Committee. Members of these groups include foreign language educators, business and government leaders, community representatives, administrators, and parents who provided a wealth of ideas and perspectives for enhancing foreign language education in Nebraska.

The Frameworks is a resource for schools to improve the quality of education for ALL students through systemic change.

The Nebraska Foreign Language Standards/Frameworks Project alone cannot change foreign language education. Teachers must be committed to the implementation of the standards. They also need strong support from school districts to reach the goal of the project: to provide students in all Nebraska schools--large and small, rural and urban--with the opportunity to develop competency in a second language by high school graduation.

Acknowledgments

Nebraska Department of Education: Doug Christensen, Commissioner of Education
Ann Masters, Administrator, Curriculum/Instruction
Mel Nielsen, Project Director
Marie Trayer, Project Coordinator
Elizabeth Hoffman, Steering Committee
Dave Ankenman, Steering Committee

Project Evaluation: Roger Bruning
Teachers College
University of Nebraska-Lincoln
Terry Flowerday, graduate assistant
University of Nebraska-Lincoln

Advisory Committee: Ron Dughman, NDE-Special Populations
Robert Egbert, Teachers College University of Nebraska-Lincoln
Tim Erickson, Nebraska Governor's Office
Jerald Fox, Office of International Education
University of Nebraska at Kearney
Elvira Garcia, Department of Foreign Languages
University of Nebraska at Omaha
Rosalie Goldberg, Kearney High School
Bette Harken, Union Pacific Railroad, Omaha
Elizabeth Hoffman, NDE-Technology Center
Jean Jones, Seward School Board
Mary Kamerzell, Gering Public Schools
Jim Leuschen, U.S. West, Omaha
Zoe Louton, Filley Public Schools
Janis McKenzie, Nebraska State Legislature
Joyce Michaelis, Department of Foreign Language
Nebraska Wesleyan University
Ali Moeller, Teachers College
University of Nebraska-Lincoln
Carol Renner, Kearney Public Schools
Susan Rouch,
Nebraska Department of Economic Development
Nancy Rowch, NDE-Equal Educational Opportunity
L. Susan Smith, Lincoln Public Schools
Joseph Stimpfl, International Affairs
University of Nebraska-Lincoln
Harriet Turner, Department of Modern Languages/Literature
University of Nebraska-Lincoln
Sharon Watts, Omaha Public Schools

Editor: Gordon Culver
Cover art/graphics: Paul Fell
Layout/desktop publishing: Susan Dahm

Publication support: Sandy Peters
Barb Sanford
Tracy Spaulding

▷▷▷

Standards Writing Team:

** team leader*

Sybille Bartels, Dana College, Blair
Marie Blair, University of Nebraska-Lincoln
Karen Bowley,* Arnold Elementary School, Lincoln
Pat Branson, Bellevue East High School
Mitzi Delman, Westside High School, Omaha
Marilyn Gordon, Fremont Senior High School
Cynthia James, Rousseau Elementary School, Lincoln
Zoe Louton, Filley Public Schools
Patricia McGill, Waverly Junior-Senior High School
Joyce Michaelis, Nebraska Wesleyan University, Lincoln
Beverlee Paul, Gordon Elementary School
Patricia Randolph, Scottsbluff High School
Rebecca Rhoads, Omaha North High School
Susan Rodda, Loveland Elementary School, Omaha
Erin Sass, Southeast High School, Lincoln
Suzanne Panek Schumacher, Omaha North High School
Faye Simpson, Norfolk Junior High School
Beth Sittig, Morton Middle School, Omaha
Roberta Slaughter, Ogallala High School
June Strohmeyer, Norris Middle School, Omaha
Sharon Telich,* Westside Middle School, Omaha
Sharon Watts, Omaha Public Schools
Linda Weisse, Andersen Middle School, Omaha
Leanne Wiemer, Aurora Public Schools
Nancy Wolf,* Millard South High School, Omaha

Learning Scenario Review Board:

Denise Arnold, Northwest High School, Omaha
Daryl Ann Bayer, Central High School, Omaha
Marie Blair, University of Nebraska-Lincoln
Printha Fox, Wauneta-Palisade Schools
Marilyn Gordon, Fremont Senior High School
Nila Jacobson, McPhee Elementary School, Lincoln
Cynthia James, Rousseau Elementary School, Lincoln
Patricia McGill, Waverly Junior-Senior High School
Rebecca Rhoads, Omaha North High School
Thomas Ronay, Andersen Middle School, Omaha
Rosa Zimmerman, Ogallala High School

Learning Scenario Contributors:

Daryl Bayer, Central High School, Omaha
Pat Branson, Bellevue High School
Lila Brock, St. Francis High School, Humphrey
Alicia Cornemann, Hartington High School
Marilyn Gordon, Fremont High School
Julie Grant, Holdrege High School
Michelle Konwinski, Silver Creek High School
Jody Krupski, Gross High School, Omaha
Zoe Louton, Filley Public Schools
Patricia McGill, Waverly Junior-Senior High School
Lisa Nabity, Polk-Hordville High School
Elizabeth Nichols, Northwest High School, Omaha
Suzanne Panek Schumacher, North High School, Omaha
Mary Ann Pederson, Westside High School, Omaha

▷▷▷

Learning Scenario Contributors, continued: **Patricia Randolph**, Scottsbluff High School
Rebecca Rhoads, North High School, Omaha
Susan Rodda, Loveland Elementary School, Omaha
Erin Sass, Southeast High School, Lincoln
Beth Sittig, Morton Middle School, Omaha
Carol Stoltenberg, Westside High School, Omaha
Marla Wade, Hemingford High School
Bryan Watkins, Burke High School, Omaha
Michelle Wellner, Louisville High School

Glossary: **Sidney Hahn Culver**, (retired) Teachers College
University of Nebraska-Lincoln

Curriculum Planner Contributors: **Kathy Hardenbergh**, Millard South High School, Omaha
Jan Lund, Ralston Senior High
Erin Sass, Southeast High School, Lincoln
Bryan Watkins, Burke High School, Omaha
Krista Wells, East Butler Schools, Brainard

Draft Reviewers: **Marty Abbott**, Fairfax County Public Schools
Fairfax County, Virginia
Daryl Bayer, teacher, Central High School, Omaha
Christine Brown, Glastonbury Public Schools,
Glastonbury, Connecticut
Myriam Met, Montgomery County Public Schools
Rockville, Maryland
Bea Reyes, parent, Scottsbluff
Dick Wollman, principal, Millard South High School, Omaha

In Addition: Acknowledgment is also given to the many persons across Nebraska who responded to this document by contributing their time, interest, and ideas—teachers; school administrators; parents; higher education instructors; and representatives of the business community, state and local government, school boards, and community organizations.

△ △ △

Vision:

The Nebraska K-12 Foreign Language Frameworks provides a map for guiding Nebraska schools into the twenty-first century. It outlines important skills that students in our state will need to survive and prosper socially and economically.

The Frameworks presents a departure from the traditional grammar-based approach to instruction. It advocates that the opportunity for language learning be available to all with an emphasis on culture and communication. This reinforcement of cultural knowledge affirms the many cultures existing within the community and promotes awareness of the international connections that exist locally. It calls for students to be able to gain knowledge and understanding of other cultures, to develop insight into their own language and culture, to communicate in the language and to use authentic materials so that students can see the “real” connections to what they are learning in school and to their future career choices.

The implications of the concepts in the Frameworks are important since students will live most of their adult lives in a world that will be dramatically different from that of their parents and grandparents. They will live with the challenges and rewards of living in a technological society that presupposes immediate communication, diverse social settings and interactions, resolving conflict at the national and international level, ecological problem-solving, and competitive job markets. Effective communication based on a knowledge of language and cultures will be their key to surviving and prospering.

The Frameworks emphasizes that learning a foreign language is a skill that must be developed over time. “Come early, stay late” is the rallying cry--the challenge to provide a K-12 foreign language learning opportunity for all Nebraska students.

**“Come early, stay late”
is the rallying cry--the
challenge to provide a
K-12 foreign language
learning opportunity
for Nebraska students.**

Mission and Beliefs

Mission:

The Nebraska frameworks document provides direction and support for school communities in the development and assessment of an articulated foreign language curriculum.

We Believe:

- ◆ A K-12 articulated foreign language program should be available to all students.
- ◆ All students can learn and experience success in a foreign language.
- ◆ Second language acquisition provides the vision and skills necessary to be a global citizen.
- ◆ The primary goal of foreign language education should be real-life communication
- ◆ Foreign language is a part of the core curriculum
- ◆ Foreign language education develops critical-thinking skills
- ◆ Assessments must reflect proficiency and communication as expressed in state and national standards/frameworks.

Goals and Rationale

Goal One: **Communicate in Languages Other than English**

Rationale: As the world moves toward a more globalized economy, it becomes even more important that foreign language study results in a proficiency level that enables students to read authentic materials, and to understand, speak, write, and respond in a language other than their own.

Goal Two: **Gain Knowledge and Understanding of Other Cultures**

Rationale: As students gain from the sharing and learning of customs, it is important that they understand the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and cultures that the language includes.

Goal Three: **Connect with Other Disciplines and Acquire Information**

Rationale: As students increase their proficiency in another language, they acquire new ideas, information, and depth of knowledge and insight into other subjects.

Goal Four: **Develop Insight Into the Nature of Language and Culture**

Rationale: As students become aware of the similarities and differences between their first and second languages, they also learn to look at their own language and culture from a new perspective.

Goal Five: **Participate in Multilingual Communities at Home and Around the World**

Rationale: It is important to identify the effects that learning a foreign language has on students within their communities. Foreign language learning is a skill that has life-long implications for the enhancement of career options as well as the enrichment of one's perspectives in everyday life.

Context and Concerns

Note: As Nebraska foreign language educators undertook the task of developing a frameworks document for the State of Nebraska, it was important to them that this document would incorporate the work and expertise of those who were developing the Standards for Foreign Language Learning at the national level. Thus, it became a conscious decision to design the Nebraska document to reflect and provide connections to the national document so that they would support each other.

Why is the study of foreign language necessary?

Nebraska hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research—an economy that demands contact and interaction with the global marketplace. Therefore, we must have the knowledge and the skills to communicate effectively in other languages, to connect to other disciplines, and to compare our cultures to others in order to better understand the communities of the world.

This is the challenge of today's foreign language education. Students must learn to interact and communicate in the target language. In doing so, they gain a much greater understanding and respect for other cultures, as well as a more objective view of the verbal and nonverbal aspects of their own language.

The insights and knowledge gained through the study of foreign language are many, and they affect the learner in many ways.

- ◆ Studying a foreign language may give students an intellectual boost. Scores in math and science on the ACT and SAT tests are significantly higher for students who are studying foreign language, socioeconomic backgrounds notwithstanding.
- ◆ Studying a foreign language provides connections throughout a student's entire curriculum. Foreign language study is especially good for making connections with other disciplines because it includes music, art, social studies, mathematics, science, history, and the student's own language. These connections allow the learning differences and styles of every learner to be developed to the fullest.
- ◆ Studying a foreign language opens the world of literature to every age level. It not only encompasses the culture of the language being studied, it also creates an acute awareness of the cultural allusions contained in one's own literature.

Nebraska hosts a growing economy...that demands contact and interaction with the global marketplace.

- ◆ Learning a foreign language provides a competitive edge in career choices in today's and tomorrow's world. The foreign language experience enhances cultural sensitivity and provides linguistic insights necessary for citizens in a worldwide community.

Why are standards necessary?

Foreign language standards allow a sense of movement and direction toward broadly conceived purposes for language study. They define, support, and set parameters for the key ideas, concepts and practices of curriculum and instructional design, development, and implementation. They provide support to teachers and others who are involved in developing courses and programs, and they provide guidelines to determine what students should know and be able to do.

How will the standards affect what happens in the foreign language classroom?

The standards can serve as a model of what can happen optimally in a foreign language classroom. They are NOT a mandate. However, the standards will provide an opportunity to explore issues such as:

- ◆ teaching for communication
- ◆ heightening students' linguistic and cultural awareness of their community and their world
- ◆ encouraging interdisciplinary connections
- ◆ involving the business community as speakers, mentors, and models
- ◆ preparing student for using language in whatever career choices they make.

Why identify the stages of language development as beginning, developing, and expanding in this document?

The Nebraska Foreign Language Frameworks uses the concept of *beginning*, *developing*, and *expanding* as stages of language development rather than segmenting them into specific grade levels such as 4, 8, and 12 as used in other frameworks.

The use of *beginning*, *developing*, and *expanding* stages underscores the firm belief that acquisition of a second language is a long-term process that should be a part of a student's educational experience from kindergarten through grade 12. Just as no one expects that a student learn all there is to know about English, math, science, and social studies in two years, neither should it be expected that students learn foreign language without the time necessary to develop real proficiency. It must be noted that what a student will be able to accomplish depends on many factors, one of which is contact time with the language and the culture.

How much language a student acquires is a direct result of an ongoing, articulated effort. The terms *beginning*, *developing*, and *expanding* emphasize the fact that language is a complex system and that skills are developed over a long period of time. A student at a *beginning* level is learning basic skills regardless of the student's grade level. A student at the *developing* level will be able to use short phrases, and simple sentences, but still will not be considered proficient or fluent in any of the five goals using the target language. However, a student benefiting from a K-12 language experience will be at the *expanding* level and able to participate in the target language in analytical and higher-level tasks similar to those in his/her other core and elective subjects.

What is the relationship of state standards with local districts?

The standards are intended to serve as a gauge of excellence as schools carry out their responsibilities for developing a foreign language curriculum. The standards provide definition for the curriculum and possibilities within the language study sequence. Looking at the full spectrum of foreign language standards provides a complete picture of their possible impact on learning. More specifically, **national standards** provide the general goals, standards, and sample progress indicators. The **state frameworks** deal with goals for instruction, content, and sample units, as well as recommended assessment procedures. The **district curriculum**, in turn, determines the local goals for instruction, content, unit specifics, suggested units and sequence, methods, and resources with specific assessment techniques. The **teacher** uses these to design the lesson or unit plan insofar as objectives for learning are set with content and lesson specifics, unit topics and lessons, procedures to implement the activities, teaching/learning activities, and resources for unit plans followed by specific objectives and assessments. [Figure 1]

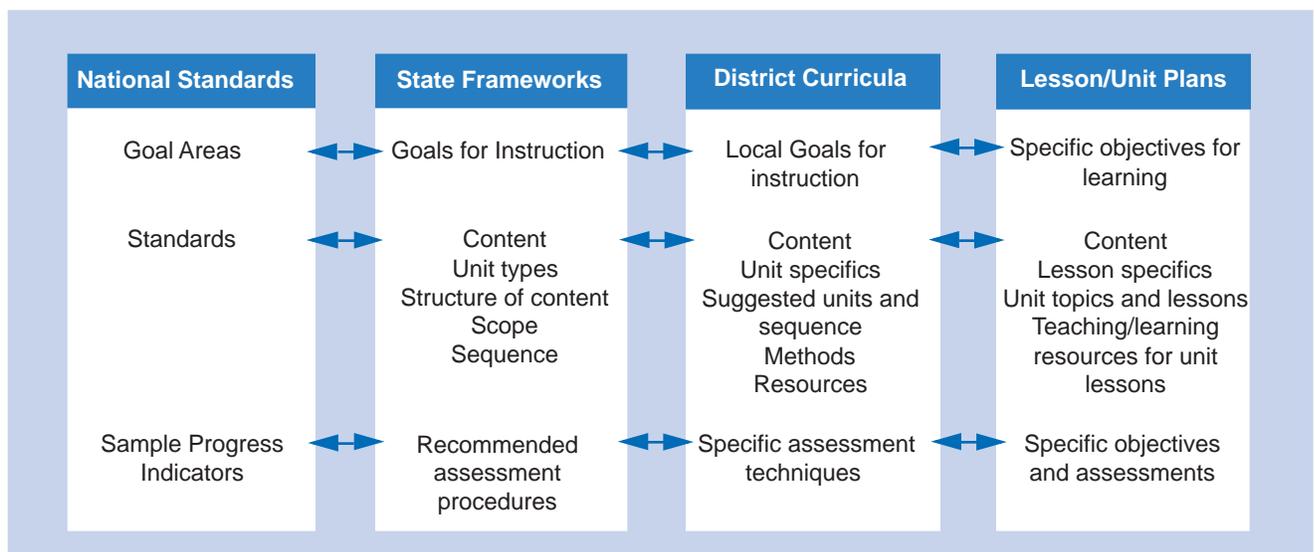


Figure 1: Adapted with permission from the Visual Arts Education Reform Handbook, National Art Education Association, 1995

What is the relationship of standards to the ACTFL proficiency guidelines?

Teachers will recognize the strong influence of the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines on these standards. The Nebraska standards incorporate proficiency-oriented or communicatively-based instruction as well as a broad vision of the teaching of target cultures to encompass lifestyle and civilization.

The standards are not separated into skill areas of listening, speaking, reading, and writing. Instead, the Nebraska standards address communication through social interactions, information processing, and personal enjoyment—all of which are contexts in which the skill areas and culture are combined and integrated in multiple ways. The standards venture into new areas that will now be possible to achieve because of the concept of earlier starts for foreign language learning and longer sequences for learners.

How will the standards affect me as a teacher?

National and state standards are voluntary, each developed by a process involving hundreds of teachers. At the state level, teachers representing every level of instruction from kindergarten to post secondary have been involved. It is important that the classroom teacher become a part of the implementation of the standards since it is he/she who is at the heart of educational reform. From the start, teachers have been an integral part of shaping the state standards because they are truly the agents of change, the implementors of standards for students, and the catalysts for the success or failure of the standards.

The standards will challenge students, but they will likewise challenge teachers to continue to learn and to grow. Within the standards, teachers will find encouragement to continue to improve their own proficiency in language and extend their experiences with target cultures. They will find themselves charged with building strong repertoires of instructional strategies based on ever-evolving research that will encourage good instructional decisions for students.

Teachers will be motivated to forge strong connections across the disciplines and within the organizational structure of the total school curriculum. So, “How will the standards affect me as a teacher?” The answer is another question: “How can they not?”

The standards will challenge teachers to continue to learn and to grow.

How do the standards apply when teaching to diverse levels in the classroom?

Incorporated in this standards/frameworks document is the belief that all children can learn and experience success in a foreign language given the time and opportunity. Inherent in this belief is the realization that all children will reach different levels of accomplishment based on what they bring to the learning process. The following components for successful learning are found in the Frameworks:

- ◆ A priority on teaching for communication
- ◆ An emphasis on understanding and acceptance of other cultures
- ◆ Students learning in a variety of ways and settings; such as, cooperative learning, computerized instruction, and partner work
- ◆ Students acquiring language proficiency at varied rates
- ◆ Instruction adapted to meet the needs of the learner
- ◆ Expectations adjusted as the learner demonstrates his/her ability to do a task
- ◆ Assessment reflecting classroom instruction

What about the classical languages and the standards?

Classical languages maintain a viable position in foreign language programs at the middle school and high school levels throughout the country and certainly in Nebraska. Therefore, it is important that they be reflected in the state frameworks document.

Individual schools and school districts will see many areas for integration with the national standards. There are challenges that classical languages face in aligning themselves with the standards. These include the emphasis on functional language in Goal One and the various forms, pronunciations, and cultural contributions of ancient Rome and Greece. However, it is important that classicists and others with a vested interest in maintaining the position of classical languages in foreign language programs continue to seek a correlation between learning a modern language and learning an ancient one.

Classical languages are viable bases for cultural and language development as much in the global marketplace of the twenty-first century as during any other period of history.

What about the less commonly taught languages and the standards?

The standards/frameworks document is designed to provide direction, focus, and coordination for the best practices in foreign language instruction. It should provide a resource for all language instruction since the emphasis is on what students should know and be able to do. While it may take longer to arrive to certain proficiency levels, the ultimate goals of communication--gaining knowledge and understanding of the culture(s), connecting with other disciplines and acquiring information, developing insight into one's own language and culture, and participating in multilingual communities at home and around the world--will remain the same.

How will the standards in this document affect my child in his/her learning of a foreign language?

The Frameworks encourages children to “come early and stay longer” in foreign language study. Students who are a part of this concept will develop a much fuller and richer level of language proficiency that will serve them as a life skill.

Students following the five goals of the standards/frameworks document will find their lives enriched by the study of language. They will reinforce and further their knowledge of other subjects through foreign language. They will also have a better insight into their own language, a strong appreciation of the culture(s) they are studying, a deeper understanding of cultural differences, and a better preparation to enter the multilingual world that awaits them. For those students, language study will be a continuous, articulated, core component of their curriculum and a significant addition to their individual academic and personal development.

How can the study of a foreign language benefit students in their career choices?

The language of business is the language of the country where the business is being conducted. The study of a foreign language opens students to the implications of language and culture in the economic and business world while developing an insight into the skills and educational background they need for success.

How will the standards affect higher education?

Although the Frameworks is written for the K-12 educational experience, it will almost certainly affect higher education. It is important that higher education be cognizant of the standards/frameworks document for several reasons:

- ◆ Students who have attained a high level of proficiency in a K-12 foreign language program will be able to continue toward a greater proficiency in their target language and a deeper knowledge of the target culture in their post-secondary coursework.

- ◆ Teachers receiving such students may find them ready for in-depth study of culture and civilization and able to use authentic documents for research in other fields of study.
- ◆ Students who have enjoyed language learning in the K-12 grades may find themselves ready to add another language and thus increase their multi-lingual abilities.
- ◆ Post-secondary educators have the responsibility to incorporate the standards in teacher preparation so that teachers entering the field are ready to use the concepts in their own teaching practices.

Just as the earlier starts and longer sequences of the K-12 Frameworks allow students the possibility to venture into new areas, so also the post-secondary curriculum should provide the opportunity to continue the momentum of language learning.

How will the standards affect the students, staff, and community that my school/district serves?

The standards should provide positive opportunities for appreciation and growth on the part of students, staff, and community.

- ◆ **Students** will gain from the fullness and depth of the language experience reflected by the five goals. They will be challenged by the expectations of high levels of achievement even while allowing for multiple entry points. They will have the opportunity to develop a greater facility with language while simultaneously reinforcing many of the goals and standards in other disciplines.
- ◆ **Teachers/staff** will gain additional knowledge, expertise, confidence and facility when utilizing the standards in their planning. They also will benefit from the interaction with colleagues through opportunities for professional development and in-service that will be offered as the standards are accepted and implemented.
- ◆ **The community** will gain from other languages being studied and spoken. It will also find a deeper understanding of the cultures within the community as well as a better appreciation for cultural differences. Business and industry look favorably upon environments where there is a celebration of languages and cultures.

...the earlier starts and longer sequences of the K-12 Frameworks allow students the possibility to venture into new areas...

How will standards affect administrators and policy makers?

Administrators and policy makers who wish to incorporate foreign language standards into their curriculum face some unique challenges because there is no nationally accepted curriculum sequence with clearly defined stages of articulation for foreign language study.

Today's foreign language programs vary dramatically. There are two-to-four-year high school programs. There are some programs that begin in the eighth grade and others that begin in the seventh. There are foreign language exploratory programs that can begin anywhere in elementary or in middle school. Programs use a wide range of instructional approaches—some offer immersion programs, others are partial immersion, some offer content-related foreign language, others meet for a few minutes to a few hours per week of instruction—however, all of them enhance the entire curriculum when successfully integrated.

To make relevant curricular decisions, the administrator or policy maker may need to ask, “How good is good enough for the students in my school/district?” This is a key question for determining the level of the commitment needed. Just as students must commit to academic study and achievement in order to find success, schools and districts must make a commitment to have a successful foreign language program.

Programs with clearly defined student expectations can support changes in personnel, approach, opportunity, and resources much more easily than programs that base instructional decisions on available classroom space or scheduling needs. The use of foreign language standards will provide the force necessary to challenge the permanence of accepted practice and provide the guidance and support needed to give definition to the vision for success to schools and districts.

Just as students must commit to academic study and achievement in order to find success, schools and districts must make a commitment to have a successful foreign language program.

Using the Frameworks

Goals and Standards

The Goals and Standards section of Nebraska K-12 Foreign Language Frameworks is divided into five **goals** taken directly from the *Standards for Foreign Language Learning (1996)* developed at the national level. Each goal is represented by a single-word concept:

- I. Communication
- II. Cultures
- III. Connections
- IV. Comparisons
- V. Communities

Each goal is supported by one or more **standards** that elaborate on what students should know to achieve the goals. The *Overview of the Goals and Standards* outlines the five goals and the standards that support them.

Progress Indicators

Progress indicators for each standard describe what students need to be able to do in order to achieve the standard (*see Figure 2*).

The progress indicators are categorized into three levels: *beginning*, *developing*, and *expanding*, according to the complexity of language needed to accomplish the stated task.

- ◆ At the early (*beginning*) stage of second language acquisition, students can communicate with memorized phrases and words. *Express basic needs* is accomplished with, “I want/need a hat.”
- ◆ After much more time studying the language (*developing*), students are not only able to express basic needs but can also elaborate on them: “I want a hat because my ears are cold.”
- ◆ The advanced student with years of language instruction (*expanding*) is able to communicate in “paragraphs” to respond to problems encountered in the situation and to resolve those problems using the target language. An example at this level would be the situation of a student traveling in the target country and having a problem at the hotel. The water system is broken. The student has to go to the receptionist and explain the problem, asking for options to take care of his/her needs.

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further knowledge of other disciplines through foreign language.

Progress Indicator:

Students are able to transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.

Figure 2

Progress Indicator:

Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.

Classroom Example:

Study the influence of foreign artists in conjunction with a similar project in the art department.

Learning Scenario: *(abbreviated)*

An interdisciplinary unit on cubism--The art teacher, European history teacher, and French and Spanish teachers could all work together to share the different perspectives of cubism such as the historical context, the artists, or the concept of cubism as art. The delivery of the information can take the form of seminars, block time for the classes, teachers trading class times, etc. Lectures, guest speakers, hands-on, and multi-media are examples of the modes of instruction.

Figure 3

Classroom Examples

Teachers decide the **content** to be transferred and applied and the **methods** to be used to deliver the content. The *Classroom Examples* section further explains the intent/meaning of the progress indicators. These one-line examples also serve as a starting point for teachers to conceptualize how the progress indicator might look in the classroom (learning scenario).

The learning scenario demonstrates what might be done using the standard and progress indicator as the foundation for a unit. The teacher decides the content and the method of delivery. Teachers from around the state contributed classroom examples and learning scenarios for this document (see Figure 3).

Development of Language and Cultural Understanding

The *Development of Language and Culture* section demonstrates the concept of **start early , stay longer**. The chart shows how length of program may affect the levels of proficiency and functions and influences what can be accomplished.

For example, students studying language for four years at the high school level usually develop language and culture through the *beginning* and *developing* stages. However, there is little chance that students will become proficient enough to work at the *expanding* level. Students in an articulated program of more than four years may be able to do a few of the *expanding* progress indicators, but not many, and only in a limited context (see shaded areas on the section charts).

In a long-term sequential program, all progress indicators would be attainable in the target language. Thus, students who start early and stay longer are able to accomplish the goals and standards at a much more proficient level.

The expectations for development expressed in this section originated from a consensus among experienced Nebraska foreign language educators who worked on this project.

Learning Scenarios

The section of *Learning Scenarios* demonstrates the link between the Frameworks and the classroom by providing samples of what might be done in the classroom to implement specific standards. The learning scenarios were contributed by Nebraska teachers and were selected by a Learning Scenario Review Board. To meet the criteria for selection, each scenario had to focus on the learner, support creative/divergent thinking, contain potential for use of the target language, reflect the Frameworks, demonstrate appropriate development of the activity, and be multi-faceted and assessable.

Sample Assessments

Sample assessments provide the link between the progress indicators, the classroom examples that reinforce the indicators, and the evaluation of performance of the indicators. Assessments are an integral part of the learning process. They answer the question, “How does the teacher know the students have accomplished the progress indicator and at what level of performance?”

△ △ △

Overview of the Goals and Standards

Goal One: Communicate in Languages Other than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
- Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

- Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Goal Four: Develop Insight into the Nature of Language and Culture

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
- Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

- Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

△ △ △

Goal One: COMMUNICATION Overview



*Rationale:
As the world moves toward a more globalized economy, it becomes even more important that foreign language study results in a proficiency level that enables students to read authentic materials and to understand, speak, write, and respond in a language other than their own.*

Goal One:

Communicate in Languages Other than English

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal One: COMMUNICATION

Progress Indicators

Goal One:

Communicate in Languages Other than English

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Students are able to:	Beginning	Developing	Expanding
A	Express basic needs.	<ul style="list-style-type: none"> ▶ Elaborate on needs. ▶ Interact in basic survival situations. 	<ul style="list-style-type: none"> ▶ Manage unforeseen circumstances and complicated situations.
B	Express basic courtesies.	<ul style="list-style-type: none"> ▶ Incorporate appropriate gestures into conversations. 	<ul style="list-style-type: none"> ▶ Converse using language and behaviors that are appropriate to the setting
C	Express state of being.	<ul style="list-style-type: none"> ▶ Create simple descriptions within a context. 	<ul style="list-style-type: none"> ▶ Create detailed oral descriptions within a context.
D	Express likes and dislikes.	<ul style="list-style-type: none"> ▶ Qualify likes and dislikes. 	<ul style="list-style-type: none"> ▶ Exchange personal feelings and ideas for the purpose of persuading others.
E	Express agreement and disagreement.	<ul style="list-style-type: none"> ▶ Support opinions. ▶ Describe a problem. ▶ Make suggestions and recommendations. 	<ul style="list-style-type: none"> ▶ Express individual perspectives and defend opinions. ▶ Collaborate to develop and propose solutions to problems. ▶ Negotiate a compromise.

▷▷▷

Standard 1.1
continued...

	Beginning	Developing	Expanding
F	Respond to one-on-one interactions.	<ul style="list-style-type: none"> ▶ Exchange information with peers and others. 	<ul style="list-style-type: none"> ▶ Initiate, sustain, and conclude conversations on a wide variety of topics.
G	Ask and answer simple questions.	<ul style="list-style-type: none"> ▶ Provide and request clarification. ▶ Use different ways to express the same idea (circumlocution). 	<ul style="list-style-type: none"> ▶ Ask and respond to open-ended questions. ▶ Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
H	Make and respond to simple requests.	<ul style="list-style-type: none"> ▶ Give and follow directions in a familiar context. 	<ul style="list-style-type: none"> ▶ Give and follow directions in an unfamiliar situation.

△ △ △

Standard 1.2***Students understand and interpret written and spoken language on a variety of topics.***

Students are able to:	Beginning	Developing	Expanding
A	Respond appropriately to directions, instructions, and commands.	▶ Respond appropriately to a series of directions, instructions, and commands.	▶ Respond appropriately to complex directions, instructions, and commands intended for native speakers.
B	Make an identification based on simple oral and/or written descriptors.	▶ Respond appropriately to complex oral and/or written descriptors.	▶ Analyze information based on complex oral and/or written descriptors.
C	Read and respond to developmentally appropriate material.	▶ Derive meaning from selected authentic materials.	▶ Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
D	Respond to speech of peers and familiar adults on a given topic.	▶ Respond to speech of persons sympathetic to second-language learners.	▶ Respond to speech of native speakers who are not used to communicating with second-language learners.
E	Identify aural, visual, and context clues.	▶ Use aural, visual, and context clues to derive meaning.	▶ Apply diverse strategies to derive meaning and detail from unfamiliar material.
F	Comprehend and respond to simple personal written communications; such as, notes, invitations, and letters.	▶ Comprehend and respond to formal written communications; such as, business or official documents.	▶ Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.

>>>

Standard 1.2
*continued...***Beginning****Developing****Expanding****G**

Identify main ideas and key words in oral and written material.

▶ Comprehend speech on familiar topics with some repetition.

▶ Identify the main idea with supporting details in written material.

▶ Summarize or restate secondary conversations.

▶ Interpret and analyze the main idea and significant details from authentic materials and literary samples.

▶ Research and synthesize information from a variety of sources.

△△△

Standard 1.3

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Students are able to:	Beginning	Developing	Expanding
A	Give directions, commands, and instructions.	▶ Explain a process based on prior knowledge and/or experience.	▶ Explain a complex process incorporating detailed instructions.
B	Give a description orally and in writing using simple phrases.	▶ Give a description orally and in writing using complex sentences.	▶ Give a description orally and in writing using complex, detailed paragraphs.
C	Write a personal communication; such as, a note, letter, or invitation.	▶ Produce formal and informal written communication.	▶ Produce a written sample to convey a mood, implied meaning, or abstract idea.
D	Summarize main idea of selected authentic and/or contextualized material.	▶ Interpret information from authentic material to an audience.	▶ Create an analysis of authentic media or literary samples and present it to an audience. ▶ Formulate and defend a position on a researched issue.
E	Present prepared material to an audience.	▶ Speak or write spontaneously. ▶ Narrate present, past, and future events.	▶ Elaborate on present, past, and future events.

△ △ △

Goal One: COMMUNICATION

Classroom Examples

Goal One:

Communicate in Languages Other than English

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Students are able to:

In the classroom, students:

A

Beginning: Express basic needs.

- ◆ Ask a classmate to lend a forgotten article (money, pencil, paper).

Developing: Elaborate on needs.

- ◆ Explain why an increase in allowance is needed (need later curfew, extension on project).

Interact in basic survival situations.

- ◆ Ask direction to find the way to the hotel.

Expanding: Manage unforeseen circumstances and complicated situations.

- ◆ Role play strategies to deal with travel mishaps; e.g., lost luggage, lost passport, flight cancellation, car breakdown.

B

Beginning: Express basic courtesies.

- ◆ Role play being a doorman or host/hostess in a restaurant.

Developing: Incorporate appropriate gestures into conversations.

- ◆ Use appropriate gestures when expressing approval or disapproval; e.g., Germans knock on table to show approval.

Expanding: Converse using language and behaviors that are appropriate to the setting.

- ◆ Students assume fictitious identities (e.g., adults, peers, children, professions) and interact at a social gathering.

C

Beginning: Express state of being.

- ◆ Conduct a survey to find out how people are feeling.

Developing: Create simple descriptions within a context.

- ◆ After witnessing a crime, describe the criminal.

Expanding: Create detailed oral descriptions within a context.

- ◆ Present a class fashion show describing clothing worn by classmates.

▷▷▷

continued...

*Students are able to:**In the classroom, students:***D**

- | | | |
|--------------------|--|--|
| Beginning: | Express likes and dislikes. | ◆ Create a "Top Ten" list. |
| Developing: | Qualify likes and dislikes. | ◆ Find out from a partner why he/she likes/dislikes certain classes. |
| Expanding: | Exchange personal feelings and ideas for the purpose of persuading others. | ◆ Create an infomercial. |

E

- | | | |
|--------------------|---|---|
| Beginning: | Express agreement and disagreement. | ◆ Make five statements to a partner who agrees or disagrees. |
| Developing: | Support opinions. | ◆ Four corners activity: areas of the room are labeled with categories; e.g., rock, rap, country, alternative, jazz. Students move to a preferred category and explain their preferences. |
| | Describe a problem. | ◆ Describe a problem that has been randomly selected and role-played by a small group. |
| | Make suggestions and recommendations. | ◆ Write a letter of recommendation for a classmate to receive an award. |
| Expanding: | Express individual perspectives and defend opinions. | ◆ Debate the pros/cons of a controversial school rule. |
| | Collaborate to develop and propose solutions to problems. | ◆ Develop possible solutions to world problems; e.g. world hunger, global warming, pollution, over population. |
| | Negotiate a compromise. | ◆ Role-play student/parent conversation to negotiate a curfew, have car on the weekend, etc. |

F

- | | | |
|--------------------|--|--|
| Beginning: | Respond to one-on-one interactions. | ◆ Plan a movie outing with another student using the entertainment section of a newspaper. |
| Developing: | Exchange information with peers and others. | ◆ Twins activity: Each student is given a different identity card and circulates to find his/her twin or triplet. (Cards: same addresses, different first names, characteristics). |
| Expanding: | Initiate, sustain, and conclude conversations on a wide variety of topics. | ◆ Participate in a spontaneous, non-directed conversation for an entire class period. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

G

Beginning:	Ask and answer simple questions.	♦ Participate in a scavenger hunt by asking classmates for specified objects or information.
Developing:	Provide and request clarification.	♦ Place a catalog order by telephone.
Expanding:	Use different ways to express the same idea (circumlocution). Ask and respond to open-ended questions. Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).	♦ Play <i>\$10,000 Pyramid</i> . ♦ Participate in a literary discussion. ♦ Play "Taboo," a game in which students guess a word by listening to qualified explanations of teammates.

H

Beginning:	Make and respond to simple requests.	♦ Use target language to ask permission to go to the restroom, to sharpen a pencil, etc.
Developing:	Give and follow directions in a familiar context.	♦ Direct a blindfolded student to find an object in the room.
Expanding:	Give and follow directions in an unfamiliar situation	♦ Give a taxi driver directions to the home of your host family.

△△△

Standard 1.2 *Students understand and interpret written and spoken language on a variety of topics.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|---|---|
| Beginning: | Respond appropriately to directions, instructions, and commands. | ♦ Participate in a treasure hunt. |
| Developing: | Respond appropriately to a series of directions, instructions, and commands. | ♦ Prepare a recipe written in the target language. |
| Expanding: | Respond appropriately to complex directions, instructions, and commands intended for native speakers. | ♦ Follow directions from an authentic aerobic audio-tape. |

B

- | | | |
|--------------------|---|---|
| Beginning: | Make an identification based on simple oral and/or written descriptors. | ♦ Identify famous people based on descriptions. |
| Developing: | Respond appropriately to complex oral and/or written descriptors. | ♦ Draw a floor plan based on a description. |
| Expanding: | Analyze information based on complex oral and/or written descriptors. | ♦ Assume the identify of a character based on a description from a novel or play. |

C

- | | | |
|--------------------|--|--|
| Beginning: | Read and respond to developmentally appropriate material. | ♦ After reading a story, create a storyboard illustrating the main ideas. |
| Developing: | Derive meaning from selected authentic materials. | ♦ Using a grocery ad, plan a menu for a dinner party and determine the cost. |
| Expanding: | Interpret and analyze cause and effect, relationships, and sequences in authentic materials. | ♦ Research an environmental issue citing the causes, long-range effects, and possible solutions. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:***D**

- | | | |
|--------------------|---|--|
| Beginning: | Respond to speech of peers and familiar adults on a given topic. | ♦ Complete a checklist of physical descriptors while listening to a classmate tell about his family. |
| Developing: | Respond to speech of persons sympathetic to second language learners. | ♦ Take notes on a presentation given by a guest speaker. |
| Expanding: | Respond to speech of native speakers who are not used to communicating with second language learners. | ♦ Listen to an authentic news broadcast and list the top stories. |

E

- | | | |
|--------------------|---|--|
| Beginning: | Identify aural, visual, and context clues. | ♦ Identify cognates and borrowed words in a written passage. |
| Developing: | Use aural, visual, and context clues to derive meaning. | ♦ Answer questions about a product after viewing a TV commercial. |
| Expanding: | Apply diverse strategies to derive meaning and detail from unfamiliar material. | ♦ Using contextual and visual clues and cognates, read newspaper headlines to determine the content. |

F

- | | | |
|--------------------|---|---|
| Beginning: | Comprehend and respond to simple personal written communications such as notes, invitations, and letters. | ♦ In each class choose and display a mascot; another class steals it; and students use ransom notes to locate their missing mascot. |
| Developing: | Comprehend and respond to formal written communications such as business or official documents. | ♦ Choose a new foreign language teacher based on resumes written in the target language. |
| Expanding: | Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication. | ♦ Explain the comedy or sarcasm in political cartoons. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

G

- | | | |
|--------------------|---|---|
| Beginning: | Identify main ideas and key words in oral and written material. | ♦ Read a movie ad to identify information; such as, title, time, location, main actors, etc. |
| Developing: | Comprehend speech on familiar topics with some repetition.

Identify the main idea with supporting details in written materials. | ♦ Answer questions about a short video segment that may be replayed more than once.

♦ Read a story and retell the action as a news article. |
| Expanding: | Summarize or restate secondary conversations.

Interpret and analyze the main idea and significant details from authentic materials and literary samples.

Research and synthesize information from a variety of sources. | ♦ Watch a movie clip and paraphrase the conversation.

♦ Create a character sketch using word webbing to explain physical and personality aspects.

♦ Write a research paper using sources such as Internet, journals and newspapers. |

△ △ △

Standard 1.3 *Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|--|---|
| Beginning: | Give directions, commands, and instructions. | ♦ Write directions that another student will follow to arrive at a predetermined location. |
| Developing: | Explain a process based on prior knowledge and/or experience. | ♦ Instruct a classmate how to make a peanut butter sandwich. |
| Expanding: | Explain a complex process incorporating detailed instructions. | ♦ Participate in a group activity in which a student describes a structure (e.g., a Tinkertoy model) that is hidden from the rest of the class. The class tries to construct the model out of the student's sight while following his/her instructions. |

B

- | | | |
|--------------------|--|---|
| Beginning: | Give a description orally and in writing using simple phrases. | ♦ Describe the perfect friend. |
| Developing: | Give a description orally and in writing using complex sentences. | ♦ Describe a famous painting from the target culture. |
| Expanding: | Give a description orally and in writing using complex, detailed paragraphs. | ♦ Describe an abstract concept; e.g., liberty or happiness. |

C

- | | | |
|--------------------|---|---|
| Beginning: | Write a personal communication; such as, a note, letter, or invitation. | ♦ Extend an invitation to another class to attend an ethnic festival.
♦ Respond to a pen pal letter. |
| Developing: | Produce formal and informal written communication. | ♦ Write to an embassy requesting information. |
| Expanding: | Produce a written sample to convey a mood, implied meaning, or abstract idea. | ♦ Write an editorial for the school newspaper. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:***D**

- | | | |
|--------------------|--|---|
| Beginning: | Summarize main idea of selected authentic and/or contextualized material. | ♦ Watch or read a cartoon and summarize the main action. |
| Developing: | Interpret information from authentic material to an audience. | ♦ Look at a travel brochure from a city and tell the class about main tourist attractions.. |
| Expanding: | Create an analysis of authentic media or literary samples and present it to an audience. | ♦ Students watch a movie or read a story and write a review. |
| | Formulate and defend a position on a researched issue. | ♦ Research and debate a current controversial issue; e.g, nuclear testing. |

E

- | | | |
|--------------------|--|--|
| Beginning: | Present prepared material to an audience. | ♦ Give a weather report. |
| Developing: | Speak or write spontaneously. | ♦ Create and present a skit incorporating all objects from a bagful of miscellaneous objects. |
| | Narrate present, past, and future events. | ♦ Give a sports commentary while watching a soundless video. |
| Expanding: | Elaborate on present, past, and future events. | ♦ Students discuss past events, their impact on the present, and their possible effect on the future; e.g., the atomic bomb. |

△△△

Goal One: COMMUNICATION

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:

-  Usually requires more than four years in a sequential, articulated program
-  Usually requires at least thirteen years in a sequential, articulated program

Goal One: Communicate in Languages Other than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Students are able to:	Beginning	Developing	Expanding
A	Express basic needs.	<ul style="list-style-type: none"> ▶ Elaborate on needs. ▶ Interact in basic survival situations. 	<ul style="list-style-type: none"> ▶ Manage unforeseen circumstances and complicated situations.
B	Express basic courtesies.	<ul style="list-style-type: none"> ▶ Incorporate appropriate gestures into conversations. 	<ul style="list-style-type: none"> ▶ Converse using language and behaviors that are appropriate to the setting.
C	Express state of being.	<ul style="list-style-type: none"> ▶ Create simple descriptions within a context. 	<ul style="list-style-type: none"> ▶ Create detailed oral descriptions within a context.
D	Express likes and dislikes.	<ul style="list-style-type: none"> ▶ Qualify likes and dislikes. 	<ul style="list-style-type: none"> ▶ Exchange personal feelings and ideas for the purpose of persuading others.
E	Express agreement and disagreement.	<ul style="list-style-type: none"> ▶ Support opinions. ▶ Describe a problem. ▶ Make suggestions and recommendations. 	<ul style="list-style-type: none"> ▶ Express individual perspectives and defend opinions. ▶ Collaborate to develop and propose solutions to problems. ▶ Negotiate a compromise.
F	Respond to one-on-one interactions.	<ul style="list-style-type: none"> ▶ Exchange information with peers and others. 	<ul style="list-style-type: none"> ▶ Initiate, sustain, and conclude conversations on a wide variety of topics.
G	Ask and answer simple questions.	<ul style="list-style-type: none"> ▶ Provide and request clarification. ▶ Use different ways to express the same idea (circumlocution). 	<ul style="list-style-type: none"> ▶ Ask and respond to open-ended questions. ▶ Use a variety of language strategies to convey meaning (short, responsive comments; pause fillers; circumlocution).
H	Make and respond to simple requests.	<ul style="list-style-type: none"> ▶ Give and follow directions in a familiar context. 	<ul style="list-style-type: none"> ▶ Give and follow directions in an unfamiliar situation.

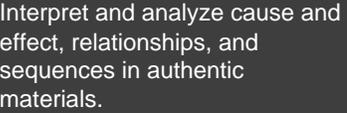
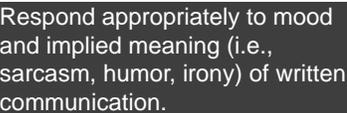
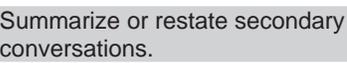
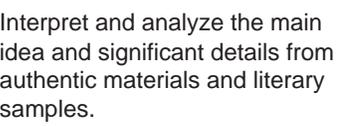
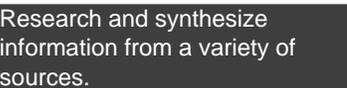
Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Students are able to:	Beginning	Developing	Expanding
A	Respond appropriately to directions, instructions, and commands.	▶ Respond appropriately to a series of directions, instructions, and commands.	▶ Respond appropriately to complex directions, instructions, and commands intended for native speakers.
B	Make an identification based on simple oral and/or written descriptors.	▶ Respond appropriately to complex oral and/or written descriptors.	▶ Analyze information based on complex oral and/or written descriptors.
C	Read and respond to developmentally appropriate material.	▶ Derive meaning from selected authentic materials.	 ▶ Interpret and analyze cause and effect, relationships, and sequences in authentic materials.
D	Respond to speech of peers and familiar adults on a given topic.	▶ Respond to speech of persons sympathetic to second-language learners.	▶ Respond to speech of native speakers who are not used to communicating with second-language learners.
E	Identify aural, visual, and context clues.	▶ Use aural, visual, and context clues to derive meaning.	▶ Apply diverse strategies to derive meaning and detail from unfamiliar material.
F	Comprehend and respond to simple personal written communications; such as, notes, invitations, and letters.	▶ Comprehend and respond to formal written communications; such as, business or official documents.	 ▶ Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication.
G	Identify main ideas and key words in oral and written material.	▶ Comprehend speech on familiar topics with some repetition. ▶ Identify the main idea with supporting details in written material.	 ▶ Summarize or restate secondary conversations.  ▶ Interpret and analyze the main idea and significant details from authentic materials and literary samples.  ▶ Research and synthesize information from a variety of sources.

△ △ △

Expectations in a Long-Term Program:

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Standard 1.3 *Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.*

Students are able to:	Beginning	Developing	Expanding
A	Give directions, commands, and instructions	▶ Explain a process based on prior knowledge and/or experience.	▶ Explain a complex process incorporating detailed instructions.
B	Give a description orally and in writing using simple phrases.	▶ Give a description orally and in writing using complex sentences.	▶ Give a description orally and in writing using complex, detailed paragraphs.
C	Write a personal communication such as a note, letter, or invitation.	▶ Produce formal and informal written communication.	▶ Produce a written sample to convey a mood, implied meaning, or abstract idea.
D	Summarize main idea of selected authentic and/or contextualized material.	▶ Interpret information from authentic material to an audience .	▶ Create an analysis of authentic media or literary samples and present it to an audience. ▶ Formulate and defend a position on a researched issue.
E	Present prepared material to an audience.	▶ Speak or write spontaneously. ▶ Narrate present, past, and future events.	▶ Elaborate on present, past, and future events.

△ △ △

Goal Two: CULTURES Overview



Rationale:

As students gain from the sharing and learning of customs, it is important that they understand the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and cultures that the language includes.

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the perspectives and practices¹ of cultures studied and use this knowledge to interact effectively in cultural contexts.

Standard 2.2

Students demonstrate an understanding of the relationship between the perspectives and products²/contributions of the cultures studied.

1 Patterns of behavior derived from the traditions and values of the culture

2 The presence of products in a culture is justified by the beliefs and values. Examples of products are painting, a dance, a system of education.

Goal Two: CULTURES

Progress Indicators

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Students are able to:	Beginning	Developing	Expanding
A	Identify and react to cultural perspectives and practices in the culture studied.	<ul style="list-style-type: none"> ▶ Describe and analyze cultural characteristics and behaviors of everyday life. ▶ Identify differences in cultural practices among same-language cultures. 	<ul style="list-style-type: none"> ▶ Analyze the development of different cultural practices. ▶ Compare and contrast cultural practices among same-language cultures.
B	Recognize and interpret language and behaviors that are appropriate to the target culture.	▶ Produce language and behaviors that are appropriate to the target culture.	▶ Apply language and behaviors that are appropriate to the target culture in an authentic situation.
C	Identify some commonly-held generalizations about the culture studied.	▶ Analyze some commonly held generalizations about the culture studied.	▶ Evaluate some commonly held generalizations about the culture studied.
D	Identify social and geographic factors that affect cultural practices.	▶ Discuss social and geographic factors that affect cultural practices.	▶ Analyze social and geographic factors that affect cultural practices.
E	Identify common words, phrases, and idioms that reflect the culture.	▶ Interpret the cultural connotations of common words, phrases, and idioms.	▶ Integrate culturally embedded words, phrases, and idioms into everyday communication.

△ △ △

Standard 2.2

Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Students are able to:	Beginning	Developing	Expanding
A	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.	▶ Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.	▶ Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
B	Identify and explain how the needs, behaviors and beliefs of the culture that are reflected in the products/contributions of the culture.	▶ Discuss and analyze external factors which affect products and contributions.	▶ Analyze contributions of diverse groups within the target culture.
C	Identify the expressive forms of the target culture.	▶ Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc.	▶ Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc.
D	Identify objects, images and symbols of the target culture.	▶ Explain objects, images, and symbols of the target culture.	▶ Analyze the cultural significance of objects, images, and symbols of the target culture.
E	Recognize the contributions of the target culture.	▶ Analyze the contributions of the target culture.	▶ Evaluate the effects of the target culture's contributions on other societies.
F	Identify the products of the target country/countries.	▶ Identify the economic/social impact of products on the world market.	▶ Assess the economic/social impact of products on the world market.

△ △ △

Goal Two: CULTURES

Classroom Examples

Goal Two:

Gain Knowledge and Understanding of Other Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Students are able to:

In the classroom, students:

A

- | | |
|--|---|
| Beginning: Identify and react to cultural perspectives and practices in the culture studied. | ♦ Respond appropriately to differing forms of greetings and leave takings. |
| Developing: Describe and analyze cultural characteristics and behaviors of everyday life.

Identify differences in cultural practices among same-language cultures. | ♦ Watch a video of a cultural celebration and describe what is happening.

♦ Two-box induction: Continue adding to two lists until students determine the categories; e.g., Spain vs. Mexico. |
| Expanding: Analyze the development of different cultural practices.

Compare and contrast cultural practices among same-language cultures. | ♦ Give examples of how one cultural factor has changed throughout history; e.g., religion, role of women, government.

♦ Small groups research and role play celebrations of same language countries to discover similarities and differences; e.g., Christmas. |

B

- | | |
|--|---|
| Beginning: Recognize and interpret language and behaviors that are appropriate to the target culture. | ♦ Respond to a teacher modeling the concept of personal space of the target culture. |
| Developing: Produce language and behaviors that are appropriate to the target culture. | ♦ Set up a market with booths appropriate to the culture. Role play shoppers and shopkeepers. |
| Expanding: Apply language and behaviors appropriate to the target culture in an authentic situation. | ♦ Attend a social function and interact appropriately; e.g., <i>quinceañera</i> or school partner exchange. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|--|---|
| Beginning: | Identify some commonly held generalizations about the culture studied. | ◆ Brainstorm a list of things or ideas the students associate with the target culture. |
| Developing: | Analyze some commonly held generalizations about the culture studied. | ◆ Make a cultural display using examples in magazines, newspapers, etc., that negate commonly held stereotypes of the target culture. |
| Expanding: | Evaluate some commonly held generalizations about the culture studied. | ◆ Critique a cultural practice with a minimum of bias; e.g., siestas in Mexico, French and German right-wing parties. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify social and geographic factors that affect cultural practices. | ◆ Match clothing and housing to geographical areas of the country. |
| Developing: | Discuss social and geographic factors that affect cultural practices. | ◆ Graph the prevalence of occupations in different geographic regions. |
| Expanding: | Analyze social and geographic factors that affect cultural practices. | ◆ Categorize different lifestyles based on income, education, and location; and use that information to develop characters for a story. |

E

- | | | |
|--------------------|---|---|
| Beginning: | Identify common words, phrases, and idioms that reflect the culture. | ◆ Use a passenger list from an international flight to select surnames that are commonly found in the target culture. |
| Developing: | Interpret the cultural connotations of common words, phrases, and idioms. | ◆ Analyze a list of street names to determine what is valued in the culture. |
| Expanding: | Integrate culturally embedded words, phrases, and idioms into everyday communication. | ◆ Produce appropriate idiomatic expressions in response to given situations; e. g., “It’s raining cats and dogs.” |

△ △ △

Standard 2.2 *Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|--|--|
| Beginning: | Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc. | ♦ Select a representative artist, research the artist's style, and recreate a favorite work. |
| Developing: | Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc. | ♦ Explicate (interpret line-by-line) a poem using knowledge of the cultural perspective. |
| Expanding: | Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language. | ♦ Create a multimedia presentation showing historical development through one or more art forms. |

B

- | | | |
|--------------------|--|---|
| Beginning: | Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture. | ♦ Create an advertisement for a product incorporating the ways in which the product reflects the culture. |
| Developing: | Discuss and analyze external factors which affect products and contributions. | ♦ Show products of the target country on a map and explain how geography plays a role in the development of the products. |
| Expanding: | Analyze contributions of diverse groups within the target culture | ♦ Represent different sub-cultures by modeling, sharing, or displaying one or more contributions. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|---|---|
| Beginning: | Identify the expressive forms of the target culture. | ♦ Progress through a variety of learning centers focusing on expressive forms; such as, art, music, dance, literature, or cinema and theater. |
| Developing: | Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc. | ♦ Discuss how a poem reflects aspects of the target culture. |
| Expanding: | Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc. | ♦ Write a letter to the editor for or against the art of bullfighting. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify objects, images, and symbols of the target culture. | ♦ Draw and color flags of target countries and discuss significance of the colors and symbols. |
| Developing: | Explain objects, images, and symbols of the target culture. | ♦ Create a replica of a cultural object or symbol and display it along with historical information. |
| Expanding: | Analyze the cultural significance of objects, images, and symbols of the target culture. | ♦ Discuss the use, origin, and implied value of an artifact from the target culture. |

E

- | | | |
|--------------------|--|---|
| Beginning: | Recognize the contributions of the target culture. | ♦ Design a collage depicting contributions of the culture. |
| Developing: | Analyze the contributions of the target culture. | ♦ Assume the identity of an historical figure and speak to the class about your contributions to the world. |
| Expanding: | Evaluate the effects of the target culture's contributions on other societies. | ♦ Select a contribution (fashion, communism, impressionism) and write a paper evaluating its effect on other societies. |

F

- | | | |
|--------------------|--|---|
| Beginning: | Identify the products of the target country/countries. | ♦ Create a map that illustrates the products of a target country and the areas where they are produced. |
| Developing: | Identify the economic/social impact of products on the world market. | ♦ Use student Listserve on Internet to conduct a world survey on the use of products from a target country. |
| Expanding: | Assess the economic/social impact of products on the world market. | ♦ Predict the impact of a shortage of a product--such as coffee beans or oil--on the world market and provide possible strategies to survive the situation. |

△△△

Goal Two : CULTURES

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Two: Gain Knowledge and Understanding of Other Cultures

Standard 2.1 *Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.*

Students are able to:	Beginning	Developing	Expanding
A	Identify and react to cultural perspectives and practices in the culture studied.	<ul style="list-style-type: none"> Describe and analyze cultural characteristics and behaviors of everyday life. Identify differences in cultural practices among same-language cultures. 	<ul style="list-style-type: none"> Analyze the development of different cultural practices. Compare and contrast cultural practices among same-language cultures.
B	Recognize and interpret language and behaviors that are appropriate to the target culture.	<ul style="list-style-type: none"> Produce language and behaviors that are appropriate to the target culture. 	<ul style="list-style-type: none"> Apply language and behaviors that are appropriate to the target culture in an authentic situation.
C	Identify some commonly held generalizations about the culture studied.	<ul style="list-style-type: none"> Analyze some commonly held generalizations about the culture studied. 	<ul style="list-style-type: none"> Evaluate some commonly held generalizations about the culture studied.
D	Identify social and geographic factors that affect cultural practices.	<ul style="list-style-type: none"> Discuss social and geographic factors that affect cultural practices. 	<ul style="list-style-type: none"> Analyze social and geographic factors that affect cultural practices.
E	Identify common words, phrases, and idioms that reflect the culture.	<ul style="list-style-type: none"> Interpret the cultural connotations of common words, phrases, and idioms. 	<ul style="list-style-type: none"> Integrate culturally embedded words, phrases, and idioms into everyday communication.

△ △ △

Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 2.2 *Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.*

Students are able to:	Beginning	Developing	Expanding
A	Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.	▶ Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.	▶ Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.
B	Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture.	▶ Discuss and analyze external factors which affect products and contributions.	▶ Analyze contributions of diverse groups within the target culture.
C	Identify the expressive forms of the target culture.	▶ Analyze the expressive forms of the target culture; such as, art, literature, music, dance, etc.	▶ Evaluate the expressive forms of the target culture; such as, art, literature, music, dance, etc.
D	Identify objects, images, and symbols of the target culture.	▶ Explain objects, images, and symbols of the target culture.	▶ Analyze the cultural significance of objects, images, and symbols of the target culture.
E	Recognize the contributions of the target culture.	▶ Analyze the contributions of the target culture.	▶ Evaluate the effects of the target culture's contributions on other societies.
F	Identify the products of the target country/countries.	▶ Identify the economic/social impact of products on the world market.	▶ Assess the economic/social impact of products on the world market.

△ △ △

Goal Three: CONNECTIONS Overview



Goal Three:

Connect with Other
Disciplines and
Acquire Information

*Rationale:
As students
increase their
proficiency in
another language,
they acquire new
ideas, informa-
tion, and depth of
knowledge and
insight into other
subjects.*

Standard 3.1

Students reinforce and further knowledge of other disciplines through foreign languages.

Standard 3.2

Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Goal Three: CONNECTIONS

Progress Indicators

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through foreign languages.

Students are able to:	Beginning	Developing	Expanding
A	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	▶ Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	▶ Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
B	Identify, through foreign language resources, information for use in other disciplines.	▶ Analyze the information gathered through foreign language resources for use in other disciplines.	▶ Locate foreign language resources and synthesize information for use in other disciplines.

△ △ △

Standard 3.2

Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Students are able to:	Beginning	Developing	Expanding
A	Extract information from sources intended for native speakers of the language.	▶ Analyze and apply information from sources intended for native speakers of the language.	▶ Acquire and synthesize information from sources intended for native speakers of the language.
B	Use authentic sources to identify the perspectives of the target cultures.	▶ Use authentic sources to analyze the perspectives of the target cultures.	▶ Use authentic sources to synthesize the perspectives of the target cultures.

△ △ △

Goal Three: CONNECTIONS

Classroom Examples

Goal Three:

Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through foreign languages.

Students are able to:

In the classroom, students:

A

- | | |
|---|---|
| Beginning: Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines. | ♦ Use math skills to convert foreign currency. |
| Developing: Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines. | ♦ Study the influence of foreign artists in conjunction with a similar project in the art department. |
| Expanding: Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines. | ♦ Prepare, conduct, and record results of a science experiment in the target language. |

B

- | | |
|--|--|
| Beginning: Identify, through foreign language resources, information for use in other disciplines. | ♦ Use foreign language materials for a source of information for a research paper for social studies class. |
| Developing: Analyze the information gathered through foreign language resources for use in other disciplines. | ♦ Chart the change in the value of the dollar over a period of time and describe its impact on the foreign market. |
| Expanding: Locate foreign language resources and synthesize information for use in other disciplines. | ♦ Do a comparative study of current events based on articles from foreign and American newspapers. |

△ △ △

Standard 3.2 *Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|---|--|
| Beginning: | Extract information from sources intended for native speakers of the language. | ♦ Create a list of holidays and events taken from an authentic calendar. |
| Developing: | Analyze and apply information from sources intended for native speakers of the language. | ♦ Determine popular items in a culture by examining a collection of advertisements. |
| Expanding: | Acquire and synthesize information from sources intended for native speakers of the language. | ♦ Develop a new product and marketing campaign after examining a collection of advertisements. |

B

- | | | |
|--------------------|--|---|
| Beginning: | Use authentic sources to identify the perspectives of the target cultures. | ♦ After scanning popular magazines, identify elements of perceived beauty. |
| Developing: | Use authentic sources to analyze the perspectives of the target cultures. | ♦ Differentiate the roles of males and females in the target cultures using literary materials. |
| Expanding: | Use authentic sources to synthesize the perspectives of the target cultures. | ♦ Create a plan for a model school based on the educational system of the target culture. This project could include course offerings, a sample schedule, a model of facility, or a brochure. |

△△△

Goal Three: CONNECTIONS

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Three: Connect with Other Disciplines and Acquire Information

Standard 3.1 *Students reinforce and further their knowledge of other disciplines through foreign languages.*

Students are able to:	Beginning	Developing	Expanding
A	Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.	▶ Transfer and apply, within a limited context, information and skills common to the language classroom and other disciplines.	▶ Apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines.
B	Identify, through foreign language resources, information for use in other disciplines.	▶ Analyze the information gathered through foreign language resources for use in other disciplines.	▶ Locate foreign language resources and synthesize information for use in other disciplines.

△△△

Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 3.2 *Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.*

Students are able to:	Beginning	Developing	Expanding
A	Extract information from sources intended for native speakers of the language.	▶ Analyze and apply information from sources intended for native speakers of the language.	▶ Acquire and synthesize information from sources intended for native speakers of the language.
B	Use authentic sources to identify the perspectives of the target cultures.	▶ Use authentic sources to analyze the perspectives of the target cultures.	▶ Use authentic sources to synthesize the perspectives of the target cultures.

△ △ △

Goal Four: COMPARISONS Overview



*Rationale:
As students become aware of the similarities and differences between their first and second languages, they also learn to look at their own language and culture from a new perspective.*

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Standard 4.2

Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Four: COMPARISONS

Progress Indicators

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:	Beginning	Developing	Expanding
A	Identify the sound patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the sound patterns of the target language.	▶ Apply, in a variety of contexts, the sound patterns of the target language.
B	Identify the structural patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the structural patterns of the target language.	▶ Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
C	Identify the idiomatic expressions of the target language.	▶ Compare and contrast idiomatic expressions of the target language and the student's own language.	▶ Use idiomatic expressions of the target language in the correct context.
D	Identify connections among languages.	▶ Explain the changing nature of languages.	▶ Describe how languages influence each other.

△ △ △

Standard 4.2

Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Students are able to:	Beginning	Developing	Expanding
A	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Explain the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
B	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
C	Identify the contributions of the target culture(s) to the student's own culture.	▶ Identify the impact of the contributions of the target culture(s) on the student's own culture.	▶ Analyze the impact of the contributions of the target culture(s) on the student's own culture. ▶ Identify the ways in which various cultures interact within the student's own community.
D	Identify expressive and utilitarian forms of the target culture(s).	▶ Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	▶ Use utilitarian forms of the target culture(s) and the student's culture appropriately. ▶ Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

△ △ △

Goal Four: COMPARISONS

Classroom Examples

Goal Four:

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:

In the classroom, students:

A

- | | |
|--|--|
| Beginning: Identify the sound patterns of the target language and compare them to the student's own language. | ♦ Distinguish the difference between questions and statements. |
| Developing: Apply, within limited contexts, the sound patterns of the target language. | ♦ Produce questions, statements, and commands with correct inflection and pronunciation. |
| Expanding: Apply, in a variety of contexts, the sound patterns of the target language. | ♦ Restate the same phrase using intonation that reflects different perspectives; e. g., teachers, parents, and students discussing the cancellation of school. |

B

- | | |
|---|---|
| Beginning: Identify the structural patterns of the target language and compare them to the student's own language. | ♦ Listen as the teacher models how to express the possessive structure in the target language and explain how it is different from English. |
| Developing: Apply, within limited contexts, the structural patterns of the target language. | ♦ Play the role of a street vendor and a tourist bargaining for a lovely scarf he/she is selling. |
| Expanding: Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively. | ♦ Play the role of a U.N. ambassador reacting to an urgent political situation in Africa. Another student translates the speech into English. |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|---|---|
| Beginning: | Identify the idiomatic expressions of the target language. | ◆ Match the picture of an idiom with its corresponding phrase. |
| Developing: | Compare and contrast idiomatic expressions of the target language and the student's own language. | ◆ Guess the meanings of a list of unfamiliar idiomatic expressions in the target language. |
| Expanding: | Use idiomatic expressions of the target language in the correct context. | ◆ Create a situation where two native speakers meet on the street, greet each other, and discuss their recent dating experiences. |

D

- | | | |
|--------------------|--|---|
| Beginning: | Identify connections among languages. | ◆ Illustrate language trees of cognates and/or words formed from common roots to expand vocabulary. |
| Developing: | Explain the changing nature of languages. | ◆ Explore authentic materials to find new words adapted from English. |
| Expanding: | Describe how languages influence each other. | ◆ Collect examples of terms for new technological advances and report on their origins. |

△△△

Standard 4.2 *Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.*

Students are able to:

In the classroom, students:

A

- | | | |
|--------------------|--|--|
| Beginning: | Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. | ♦ Compare and contrast a town from the target culture(s) and the student's own town using photographs. |
| Developing: | Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources. | ♦ Listen to examples of popular music from the target culture(s) and the student's own culture and create a Venn diagram to illustrate similar and different components. |
| Expanding: | Explain the significance of the similarities and differences between the target culture and the student's own culture using evidence from authentic sources. | ♦ Distinguish common strands of popular music in the target culture(s) and adapt a popular American song to that pattern or vice versa. |

B

- | | | |
|--------------------|--|--|
| Beginning: | Identify similar and different behavioral patterns between the target culture(s) and the student's own culture. | ♦ Follow the teacher's model to practice the table manners of the target culture(s) and compare them with the student's own culture. |
| Developing: | Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's culture. | ♦ View a video highlighting social interaction patterns of teenagers in the target culture(s). Groups create two skits one reflecting American behavioral patterns and the other reflecting the target culture(s). |
| Expanding: | Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture. | ♦ Organize a welcoming party for foreign exchange students at school being sensitive to the social amenities of the target culture(s). |

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

C

- | | | |
|--------------------|--|--|
| Beginning: | Identify the contributions of the target culture(s) to the student's own culture. | ♦ From a cookbook, choose recipes that reflect the influence of the target culture(s) and compile a class cookbook. |
| Developing: | Identify the impact of the contributions of the target culture(s) on the student's own culture. | ♦ Compile a list of ten items found at home that are connected to the target culture(s). Use the lists as a basis for class discussion. |
| Expanding: | Explain and analyze the impact of the contributions of the target culture(s) on the student's own culture. | ♦ Given a list of products and practices, eliminate all those that are not purely American and discuss how different each student's life would be. |
| | Identify the ways in which various cultures interact within the student's community. | ♦ Create a bulletin board with articles and fliers that highlight activities of ethnic groups within the community. |

D

- | | | |
|--------------------|---|--|
| Beginning: | Identify expressive and utilitarian forms of the target culture(s). | ♦ Identify the significance of signs and symbols in the target culture(s). |
| Developing: | Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture. | ♦ Using money or stamps from the target culture(s), compile a list of symbols, buildings, people, and other characteristics, and discuss their significance. |
| Expanding: | Use utilitarian forms of the target culture(s) and the student's culture appropriately. | ♦ Correctly fill out forms; such as, visa applications, drivers test, crime report, or insurance form. |
| | Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture. | ♦ View a film from the target culture(s) and analyze the social relationships in comparison to social relationships in a similar American film. |

△ △ △

Goal Four: COMPARISONS

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Four: Develop Insight into the Nature of Language and Culture

Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Students are able to:	Beginning	Developing	Expanding
A	Identify the sound patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the sound patterns of the target language.	▶ Apply, in a variety of contexts, the sound patterns of the target language.
B	Identify the structural patterns of the target language and compare them to the student's own language.	▶ Apply, within limited contexts, the structural patterns of the target language.	▶ Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
C	Identify the idiomatic expressions of the target language.	▶ Compare and contrast idiomatic expressions of the target language and the student's own language.	▶ Use idiomatic expressions of the target language in the correct context.
D	Identify connections among languages.	▶ Explain the changing nature of languages.	▶ Describe how languages influence each other.

△ △ △

Expectations in a Long-Term Program:

Key:

 Usually requires more than four years in a sequential, articulated program

 Usually requires at least thirteen years in a sequential, articulated program

Standard 4.2 *Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.*

Students are able to:	Beginning	Developing	Expanding
A	Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.	▶ Explain the significance of the similarities and differences between the target culture and the student's own culture using evidence from authentic sources.
B	Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.	▶ Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.
C	Identify the contributions of the target culture(s) to the student's own culture.	▶ Identify the impact of the contributions of the target culture(s) on the student's own culture.	▶ Analyze the impact of the contributions of the target culture(s) on the student's own culture. ▶ Identify the ways in which various cultures interact within the student's own community.
D	Identify expressive and utilitarian forms of the target culture(s).	▶ Compare and contrast expressive and utilitarian forms between the target culture(s) and the student's own culture.	▶ Use utilitarian forms of the target culture(s) and the student's culture appropriately. ▶ Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

△ △ △

Goal Five: COMMUNITIES Overview



Goal Five:

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Rationale:

It is important to identify the effects that learning a foreign language has on students within their communities. Foreign language learning is a skill that has life-long implications for the enhancement of career options as well as the enrichment of one's perspectives in everyday life.

Goal Five: COMMUNITIES

Progress Indicators

Goal Five:

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:	Beginning	Developing	Expanding
A	<p>Identify the target language in the student's daily life.</p> <p>Share knowledge of target language with others.</p>	<ul style="list-style-type: none"> ▶ Respond to the target language encountered in the student's daily life. 	<ul style="list-style-type: none"> ▶ Interact appropriately in the target language in real-life situations.
B	<p>Locate connections with the target culture through the use of technology, media, and authentic sources.</p>	<ul style="list-style-type: none"> ▶ Establish connections with the target culture through the use of technology, media, and authentic sources. 	<ul style="list-style-type: none"> ▶ Maintain connections with the target culture through the use of technology, media, and authentic sources. ▶ Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources. ▶ Analyze the interdependence that exists between the student's own culture and the world.
C	<p>Locate resources in the community to research the target culture.</p>	<ul style="list-style-type: none"> ▶ Use resources in the community to research the target culture. 	<ul style="list-style-type: none"> ▶ Collaborate with resources in the community.

△ △ △

Goal Five: COMMUNITIES

Classroom Examples

Goal Five:

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:

In the classroom, students:

A

Beginning: Identify the target language in student's daily life.

Share knowledge of target language with others.

Developing: Respond to the target language encountered in student's daily life.

Expanding: Interact appropriately in the target language in a variety of real-life situations.

◆ While watching TV, identify words or phrases in the target language.

◆ Teach a phrase to a student who does not study the target language and have student repeat phrase to teacher for a prize.

◆ Keep an in-class log or chart of personal encounters with the target language.

◆ Invite an exchange student to an outing in which conversation in the target language is maintained.

B

Beginning: Locate connections with the target culture through the use of technology, media, and authentic sources.

Developing: Establish connections with the target culture through the use of technology, media, and authentic sources.

◆ Surf the Internet to find information of personal interest in the target culture.

◆ Establish a pen-pal correspondence with someone from the target culture.

▷▷▷

continued...

*Students are able to:**In the classroom, students:*

- | | | |
|-------------------|---|--|
| Expanding: | Maintain connections with the target culture through the use of technology, media, and authentic sources. | <ul style="list-style-type: none"> • Establish a relationship with a school from the target culture in a variety of ways; such as, video, e-mail, photographs, letters, etc. |
| | Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources. | <ul style="list-style-type: none"> • Use the target language to survey students in the target culture(s) concerning U.S. involvement in world affairs and then compile and analyze the data. |
| | Analyze the interdependence that exists between the student's own culture and the world. | <ul style="list-style-type: none"> • Within the school or school district, conduct a mock international conference on a world issue; such as, peace, pollution, economics. Involve students from different languages and disciplines. |

C

- | | | |
|--------------------|--|--|
| Beginning: | Locate resources in the community to research the target culture(s). | <ul style="list-style-type: none"> • Create a list of community individuals with expertise in the target culture(s). |
| Developing: | Use resources in the community to research the target culture(s). | <ul style="list-style-type: none"> • From a student-generated list of community resources, invite a guest into the classroom. |
| Expanding: | Collaborate with resources in the community. | <ul style="list-style-type: none"> • Intern with someone from the business community who uses the target language at work. |

△ △ △

Goal Five: COMMUNITIES

Development of Language and Cultural Understanding

Expectations in a Long-Term Program:

The time it takes for a student to progress from the beginning level through the developing and expanding levels depends on many factors, one of which is contact time with the language and the culture. The following chart illustrates the influence that the length of time in a program may have on a student's development of language and culture (also see page 16).

Key:



Usually requires more than four years in a sequential, articulated program



Usually requires at least thirteen years in a sequential, articulated program

Goal Five: Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Students are able to:	Beginning	Developing	Expanding
A	<p>Identify the target language in the student's daily life.</p> <p>Share knowledge of target language with others.</p>	<p>▶ Respond to the target language encountered in the student's daily life.</p>	<p>▶ Interact appropriately in the target language in real life situations.</p>
B	<p>Locate connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>▶ Establish connections with the target culture through the use of technology, media, and authentic sources.</p>	<p>▶ Maintain connections with the target culture through the use of technology, media, and authentic sources.</p> <p>▶ Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.</p> <p>▶ Analyze the interdependence that exists between the student's own culture and the world.</p>
C	<p>Locate resources in the community to research the target culture(s).</p>	<p>▶ Use resources in the community to research the target culture(s).</p>	<p>▶ Collaborate with resources in the community.</p>

△ △ △

Learning Scenarios

What It Might Look Like

About the Scenarios

Foreign language teachers from across Nebraska submitted the learning scenarios included in the Frameworks. The scenarios are samples of projects or more complex activities that incorporate more than one goal, standard, and progress indicator.

These scenarios are by no means representative of all of the ways to apply the Frameworks to the school setting. Teachers are encouraged to think creatively and adapt these ideas to their own classroom lessons.

Using the Scenarios

When using the scenarios, teachers are encouraged to:

- ◆ Use the target language as much as possible at all levels.
- ◆ Use authentic materials whenever they are available.
- ◆ Tie into community resources at every opportunity to show students the “real world” connection.
- ◆ Adapt the scenarios to meet the interests of students at different age levels. For example, in the scenario, “Opinion Survey,” the questions might be changed to reflect the different interests of high school, middle school, or elementary school students even though each group’s language ability may be at the *beginning* level.
- ◆ Adjust the scenarios to fit the abilities of students at different learning levels. Use the progress indicators to design appropriate learning activities for students at the *beginning*, *developing*, or *expanding* level. See the scenario, “Read All About It,” as an example of how a scenario can be adapted for students at different learning levels.

Finding the Right Scenario

The scenarios are arranged in alphabetical order by title. The index and charts on the following pages also show the scenarios grouped by page number; topic; and learning levels, goals, and standards.

Learning Scenario Index by Page Number

	<i>Page</i>
Art Genre	83
At the Mall	84
Aztec Designs	86
Beginning Conversations	87
Create a Business District	88
Create a Culture	89
Create a Family	90
Cultural Connection	91
De Colores	92
Dining	93
Fairy Tales	94
Fashion Show	95
Foot in Mouth	96
Frame That Tune	97
Global Marketplace	98
Guide Through a City	99
House and Home	100
International Trade	105
Job Interview	106
Know Your City	107
La Comida	108
Les Habits (Clothing)	109
Let's Celebrate	110
May I Take Your Order Please?	111
Migrant Farm Workers	112
Opinion Survey	113
Paris Monuments	114
Read All About It	115
Shopping for Clothes	116
Sportscaster	117
Stock Market Game	118
Structures of Roman Entertainment	119
Summertime	120
Television Commercials	121
Till We Meet Again	122
Visit to the Grocery Store	123
Whodunit	124

Learning Scenario Index by Topic

<p>Art</p> <ul style="list-style-type: none"> Art Genre Aztec Designs <p>Business</p> <ul style="list-style-type: none"> Global Marketplace International Trade Job Interview Stock Market Game <p>City</p> <ul style="list-style-type: none"> At the Mall Create a Business District Guide Through a City Know Your City <p>Clothing</p> <ul style="list-style-type: none"> Fashion Show Les Habits Shopping for Clothes <p>Colors</p> <ul style="list-style-type: none"> Aztec Designs De Colores <p>Communication/ Conversation</p> <ul style="list-style-type: none"> Beginning Conversations Opinion Survey Summertime Whodunit <p>Culture</p> <ul style="list-style-type: none"> Art Genre Aztec Designs Create a Culture Fairy Tales Frame That Tune 	<p>Culture, continued</p> <ul style="list-style-type: none"> Guide Through a City Migrant Farm Workers Paris Monuments Structures of Roman Entertainment Television Commercials Till We Meet Again! <p>Cultural Practices</p> <ul style="list-style-type: none"> At the Mall Beginning Conversations Create a Business District Cultural Connection Collaboration Dining Foot in Mouth La Comida Let's Celebrate May I Take Your Order Please? Shopping for Clothes Sportscaster <p>Everyday Life</p> <ul style="list-style-type: none"> Beginning Conversations Create a Family House and Home Job Interview La Comida Opinion Survey Read All About It Summertime <p>Food</p> <ul style="list-style-type: none"> Dining La Comida Visit to the Grocery Store 	<p>Literature</p> <ul style="list-style-type: none"> Fairy Tales Migrant Farm Workers Till We Meet Again! <p>Media</p> <ul style="list-style-type: none"> Know Your City Read All About It Sportscaster Television <p>Money</p> <ul style="list-style-type: none"> La Comida Stock Market Game Visit to the Grocery Store <p>Music</p> <ul style="list-style-type: none"> De Colores Frame That Tune <p>People</p> <ul style="list-style-type: none"> Create a Family House and Home Les Habits Migrant Farm Workers <p>Shopping</p> <ul style="list-style-type: none"> Create a Business District May I Take Your Order Please? Shopping for Clothes Visit to the Grocery Store <p>Sports</p> <ul style="list-style-type: none"> Sportscaster
--	---	--

Learning Scenario Index by Level, Goal, and Standard

Level			Learning Scenario Title	Goals/Standards									
Beginning	Developing	Expanding		One			Two		Three		Four		Five
				1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
		✓	Art Genre	✓	✓	✓		✓	✓				
✓			At the Mall	✓	✓								
✓			Aztec Designs			✓		✓	✓				
✓			Beginning Conversations	✓			✓				✓		
	✓	✓	Create a Business District	✓	✓		✓		✓				
	✓	✓	Create a Culture			✓		✓					
✓	✓	✓	Create a Family			✓	✓			✓			✓
✓			Cultural Connection Collaboration									✓	
✓			De Colores	✓	✓		✓	✓			✓	✓	
✓			Dining				✓	✓		✓			
✓			Fairy Tales		✓				✓	✓			
	✓		Fashion Show		✓	✓	✓	✓					
	✓		Foot in Mouth				✓					✓	
		✓	FrameThat Tune		✓	✓		✓	✓	✓	✓	✓	
✓			Global Marketplace					✓	✓				
✓			Guide Through a City		✓		✓						
✓		✓	House and Home	✓	✓	✓	✓	✓				✓	
	✓	✓	International Trade		✓	✓	✓	✓	✓	✓		✓	
	✓		Job Interview	✓	✓	✓			✓	✓			
	✓		Know Your City	✓									
✓			La Comida			✓	✓		✓				
	✓	✓	Les Habits (Clothing)	✓	✓	✓	✓			✓		✓	✓

Level			Learning Scenario Title	Goals/Standards									
Beginning	Developing	Expanding		One			Two		Three		Four		Five
				1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
	✓		Let's Celebrate	✓	✓	✓	✓						
		✓	May I Take Your Order Please?					✓		✓		✓	
		✓	Migrant Farm Workers	✓	✓	✓	✓			✓		✓	✓
✓			Opinion Survey	✓						✓			
✓			Paris Monuments					✓					
✓			Read All About It	✓		✓							
	✓		Shopping for Clothes	✓	✓		✓						
	✓	✓	Sportscaster		✓	✓							
	✓		Stock Market Game	✓	✓	✓		✓	✓	✓			✓
	✓	✓	Structures of Roman Entertainment					✓	✓	✓			
	✓		Summertime	✓	✓	✓							✓
	✓		Television Commercials	✓	✓	✓	✓	✓		✓	✓		
		✓	Till We Meet Again		✓	✓							
✓	✓	✓	Visit to the Grocery Store	✓					✓			✓	✓
	✓		Whodunit	✓	✓	✓							

Art Genre

Activity summary:	Use muralists' works to further students' knowledge of history and culture as reflected in the works of Rivera, Orozco, Siqueiros, and Tamayo. [This scenario could be adapted for use with other art genre; such as, French Impressionism, German Bauhaus, etc.]
Intended level:	Expanding
Length of activity:	Several 15-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.2, 3.1
Materials needed:	Art prints (Muralist, Impressionist, Bauhaus, Dada, Cubist); transparencies
How students work:	Individually and in groups

Steps for Planning and Implementation:

1. Display prints (Muralist, Impressionist, Bauhaus, Dada, Cubist).
2. Prepare transparencies with biographical data on artist, and historical and/or cultural information about works.
3. Students ask and answer questions in the target language about the artists and their work.
4. Students play the role of a museum guide and describe the works' importance.
5. Students discuss which works they liked best and why.
6. Students create their own art work.

At the Mall

Activity summary: Students use the target language to make predictions and ask and answer questions about shopping.

Intended level: Beginning

Length of activity: One and one-half 50-minute sessions

Reflects standards: 1.1, 1.2

Materials needed: Prepared shopping lists, list of stores (one per student), overhead projector, transparencies and markers, construction paper and markers for store labels, props or pictures for each store

How students work: Individually, in large and small groups

Steps for Planning and Implementation:

1. As a class, students make a list of target language questions and answers used in shopping, and recall forms of courtesy. Teacher writes these on the overhead transparency.
2. Divide class in half. One half takes the role of shopkeepers; the other half takes the role of shoppers. Each group prepares separately.
3. The shoppers form smaller groups of four or five and receive a list of stores and shopping lists with eight to twelve items listed in random order. Each student predicts which store sells two or three of the items by saying in the target language where he/she will go to buy them. (Some of the items will be unfamiliar.) A recorder in each group writes down the predictions. After all have predicted a store, the recorder or other group member reads back the sentences to make sure all items have been mentioned.
4. The shoppers go to the predicted store and ask if the item(s) is/are sold there. If so, the students ask to buy it/them. Since there are limited quantities of some items that might be on more than one list, those who best predicted the right store will get the chance to buy all items on the list. If the store does not sell the item, the shopper is advised to go another store.
5. While the shoppers are making predictions, each shopkeeper receives an envelope containing the items (or pictures of the items) to be sold, a vocabulary list of included items, and a list of the shops. They each match items to the name on their lists and state them to the other shopkeepers along with the name of their store; for

▷▷▷

example, “I have tape, typing paper, and envelopes. My store is the stationery or paper store.” This is so shopkeepers can advise shoppers when predictions are incorrect. Shopkeepers also make a tent-label for their store.



6. After shoppers and shopkeepers have interacted, the shoppers report the results of their shopping to the class; for example, “I have envelopes from the paper store.” Another group member checks off the items on the list. Shopkeepers collect the items as they are mentioned. “Outstanding shoppers” may be recognized.
7. The halves of the class reverse roles and repeat steps 3 through 6.

△ △ △

Aztec Designs

Activity summary: Students create their own Aztec designs using geometric shapes studied in math

Intended level: Beginning

Length of activity: Three or four 30-minute sessions

Reflects standards: 1.3, 2.2, 3.1

Materials needed: Examples of Aztec designs, precut geometric shapes in a variety of colors or patterns of shapes to trace, paper for background of designs, colors and/or markers if patterns traced, writing paper, pencils

How students work: Individually

Steps for Planning and Implementation:

1. Locate several pictures of Aztec designs or authentic examples.
2. Show students the designs and discuss them.
3. Teach the names in the target language for the various geometric shapes found in the designs.
4. Each student creates an Aztec design.
5. Students describe their designs by telling the names of the shapes used in the design, how many of each shape were used, and the colors of the shapes used.
6. Display the designs and their descriptions in the classroom.

△ △ △

Beginning Conversations

Activity summary:	Students create dialogue using given vocabulary.
Intended level:	Beginning
Length of activity:	Two or three 45-minute sessions
Reflects standards:	1.1, 2.1, 4.1
Materials needed:	Vocabulary phrases using pictures that give clues to the phrases
How students work:	In pairs

Steps for Planning and Implementation:

1. Introduce students to the key expressions for greetings in the target language. Students practice them in class.
2. Teach a mini lesson about the difference between formal and informal conversations.
3. Divide students into pairs and give each person a copy of the picture dialogue.
4. Explain the meaning of each picture. Students discuss the expressions that correspond with each picture.
5. In pairs, students decide who will be person A and who will be person B; then they practice the dialogue in class until they are comfortable with the vocabulary and the structure of the key expressions used in the dialogue.
6. Videotape students presenting their dialogues to the class.
7. Students watch the video and critique their own performance.
8. Students work in pairs to create their own dialogues by making a picture diagram.
9. Steps 5 through 8 may be repeated.

△ △ △

Create a Business District

Activity summary:	Pairs create a business and actually buy and sell goods or services.
Intended level:	Developing; expanding
Length of activity:	Six 50-minute sessions
Reflects standards:	1.1, 1.2, 2.1, 3.1
Materials needed:	Art supplies, products from the home, etc.
How students work:	In pairs

Steps for Planning and Implementation:

1. Students learn vocabulary for consumer trading and common courtesies. Present and discuss information about open markets.
2. Students divide into pairs and get a business to own by drawing the name of the business out of a hat.
3. Each pair
 - a. creates a store-front sign,
 - b. gathers or makes five different products to sell (authentic or created from construction paper),
 - c. makes a price list of their products, and
 - d. provides sacks for the merchandise.
4. Give each pair a set amount of money. One team member is the consumer and goes out into the “business district” to buy goods. A specified number of products must be bought.
5. The teacher acts as sheriff. If students are caught bartering in English, they must
 - a. pay a fine for the first offense, or
 - b. do jail time for the second offense—a large refrigerator carton works great!
6. While the “consumer” is buying goods, the other team member is “home minding the store” by trying to make as much money as possible.
7. Partners switch roles, so the buyer becomes the store-keeper and vice-versa.

△ △ △

Create a Culture

Activity summary: Students create a culture through objects, works, pictures, and give a summary to the class.

Intended level: Developing; expanding

Length of activity: Thirty minutes for planning; ten minutes for each group to present

Reflects standards: 1.3, 2.2

Materials needed: Pictures, words, objects that represent items that might be found in a tomb, lost city, lost civilization, etc.

How students work: In pairs or groups of three

Steps for Planning and Implementation:

1. Study a list of vocabulary related to an archeological find; for example, gold, cotton, feathers, century, tomb, pearl, chief, warrior, etc.
2. Each student writes down two or three items they might discover in a lost civilization. (Decide if the items can be modern, like computers, for example.)
3. Put all the words in a box, and have groups pick four-to-six items.
4. Give each group three or four pictures or objects that might be found in such a place. Use authentic materials when possible.
5. Tell students that they are to give a talk in front of a National Archeological Meeting about the lost civilization that they have found. They must use the items, pictures or words, and explain for what purpose they were used in the culture. They should explain about the religion, food, way of life, and if the culture was peaceful or war-like. This is done using the imperfect tense.
6. Groups present their cultures to the class. Listeners ask questions and find out if the presenters would like to live in the culture or not.
7. Variation: Students write their findings or videotape them.

△ △ △

Create a Family

Activity summary:	Students create a family to use throughout the year for a variety of activities on a number of different topics.
Intended level:	Beginning; developing
Length of activity:	Several class sessions throughout the school year
Reflects standards:	1.3, 2.1, 3.2, 5.1
Materials needed:	Folders, family tree, city information chart, resources with information about specific cities, magazines, scissors, glue
How students work:	Individually

Steps for Planning and Implementation:

1. Students create a family using the family graphic organizer provided. Students decide the name, age, and occupation for each family member and fill in the family tree.
2. Students cut out pictures in magazines of each family member, paste them on paper, and label them to create a family tree.
3. Students choose a city where the family lives. Using information from a variety of sources—such as, travel books, Internet, library resources—students fill in a city information chart.
4. Students write a short paper on the family in the target language, including information from the family tree and a city information chart.
5. Students present the family to the class in the form of an oral presentation in the target language, showing the members of the family and telling a little about each family member and the city in which the family lives.
6. Throughout the school year, the family is revisited a number of times through a variety of different topics; for example, housing—students create a dwelling for the family, furnishing it and describing the furnishings and where they are located; body parts—students describe what the family members look like; summer vacation—students describe what the family will do on their summer vacation; shopping—students describe the family's trip to a grocery store or shopping for new clothes.

△ △ △

Cultural Connection Collaboration

Activity summary:

Students research target language cultural practices that relate to Nebraska in a collaborative project with elementary students (typically 4th grade in Nebraska).

Intended level:

Beginning

Length of activity:

Several 30-minute sessions to introduce; the number and length of subsequent sessions will depend on mail and Internet accessibility

Reflects standards:

4.2

Materials needed:

Form letter, envelopes, postage, possibly Internet, paper, markers, and materials for making booklets

How students work:

Large and small groups and/or individually

**Steps for Planning
and Implementation:**

1. Foreign language students develop general questions about holidays or celebrations that happen in the target culture(s).
2. Using a form letter composed in the target language with the help of the teacher and the questions created by the class in step #1, students write to regions in the target language country(ies) asking about holiday celebrations. [Information might be obtained by writing to the Chamber of Commerce or Office of Tourism in a selected city.]
3. Elementary students studying Nebraska write to cities in the state with historic or current connections to the target cultures to see if they have celebrations or activities that honor that culture.
4. The foreign language students interpret information received and compare and contrast it with information received by the elementary students.
5. Elementary and foreign language students work together to prepare a book(s) for the elementary classroom showing the Nebraska bilingual connections. Foreign language students write about how the target culture's traditions are practiced; elementary students illustrate by acting, drawing, and writing how the target culture's traditions are practiced in Nebraska.

△ △ △

De Colores

Activity summary:	Using a theme of colors, students express likes, express agreement or disagreement, give compliments, sing a song, and learn about accepting a compliment.
Intended level:	Beginning
Length of activity:	Two or three 50-minute sessions
Reflects standards:	1.1, 1.2, 2.1, 2.2, 4.1, 4.2
Materials needed:	Audio-tapes of song, <i>De Colores</i> ; handouts on the song; poster with colors and explanations; sets of color manipulatives—hands-on materials, realia, etc.)—page 31 of <i>The Hispanic Way</i>
How students work:	Large group, individually, and in groups of three or four

Steps for Planning and Implementation:

1. Introduce the colors using TPR instructions and a set of color manipulatives for each student.
2. Introduce the background of *De Colores* as a migrant worker song and provide other details about the song from *Portraits of Mexican Americans* by Dr. Theresa Pérez.
3. Students listen to the song and practice the words, singing with or without the tape. Have students expand their understanding (of the song) through cognates.
4. Each student receives the worksheet—that has the English meanings—to complete as homework. (Source: *Portraits of Mexican Americans*)
5. Review the song one more time before leaving.
6. On the second day, review the song several times; use a summary activity; and discuss the worksheet.
7. Ask questions about the color of the images in the song to review the colors themselves.
8. Present the poster with the colors and the personality aspects they reflect. Students choose their favorite color and decide if they agree with the personality description.
9. Students ask about each other's favorite colors using “*te gusta*” and “*me gusta*” (from the song). Students give reports about the other person in the “*le gusta*” form.

Resources:

DaiZovi, Lonnie (1994). *Mariachi...Y Mas: Musica y ejercicios para la clase de español*. Albuquerque: Vibrante Press. ISBN 0-935301-67-4

Noble, Judith; Lacasa, Jaime (1993). *The Hispanic Way: Aspects of behavior, attitudes, customs in the Spanish-speaking world*. Passport Books.

Pérez, Theresa (1991). *Portraits of Mexican Americans: Pathfinders in the Mexican American Communities*. Carthage: Good Apple. ISBN 0-86653-605-1

△ △ △

Dining

Activity summary:	Students explore and experience the dining practices of the target culture.
Intended level:	Beginning
Length of activity:	Five to seven 50-minute sessions
Reflects standards:	2.1, 2.2, 3.2, 4.2, 5.1
Materials needed:	Blank audio tapes
How students work:	Individually (with family), class

Steps for Planning and Implementation:

1. Through self and family observation of all meals for one week, students record the amount of time spent at meals, what was eaten at the meals, and who ate with them.
2. Students, through teacher-generated questions, process their observations and reach some general conclusions about meals and dining habits in their own homes and in their culture in general.
3. Through video or guest speakers, students discover some social proprieties of dining in France.
4. Students evaluate the general dining practices of French culture and their cultures, and explain the similarities and differences between them.
5. Students hypothesize the possible benefits of each culture, adopting some of the dining practices of the other.
6. Students, with parental approval, organize and facilitate a dinner in their home which reflects some of the target culture's dining practices.
7. Students then share impressions of this experience with their classmates, and audiotape family interviews in which students ask family members to reflect on the dinner.

△ △ △

Fairy Tales

Activity summary: Students read and interpret fairy tales for foreign language and language arts classes.

Intended level: Beginning

Length of activity: Six or seven 45-minute sessions

Reflects standards: 1.2, 3.1, 3.2

Materials needed: Fairy tales from target culture and cooperation of language arts teacher

How students work: In pairs

Steps for Planning and Implementation:

1. In the language arts classes, students read a wide representation of fairy tales from throughout the world.
2. In the foreign language classes, the fairy tales should represent the target culture.
3. Students read and discuss fairy tales in their language arts classes. They describe, compare and contrast, and interpret the fairy tales.
4. Students in foreign language classes organize into pairs; each pair chooses a fairy tale from the target culture.
5. Each pair is responsible for reading, comprehending, and interpreting its chosen fairy tale.
6. Foreign language students present and discuss their fairy tales in their language arts classes.
7. As a summarizing activity, a booklet could be developed with the fairy tales read and discussed in the language arts classes. A copy of this booklet could be given to each member of the class.

△ △ △

Fashion Show

Activity summary:	Students role-play a fashion show to practice vocabulary.
Intended level:	Developing
Length of activity:	Four 20-minute periods
Reflects standards:	1.2, 1.3, 2.1, 2.2
Materials needed:	Costumes or clothing items provided by the students
How students work:	Individually and in pairs

Steps for Planning and Implementation:

1. Students learn vocabulary for clothing, fabric, and design.
2. Discuss cultural differences in clothing.
3. Talk about designers in general.
4. Students select what they will model, and each writes a description to be read by the person role-playing the emcee. Students bring costumes/clothing to class.
5. Students divide into pairs and practice their roles in the style show. Each student will model and emcee.
6. Pairs perform the style show for the class.
7. Distribute a list of names of the models. To assess students' understanding of the style show narratives, the teacher reads brief descriptions of several outfits and assigns a number to each description. Students place the number of the description next to the name of the model on the list.

△ △ △

Foot in Mouth

Activity summary:	Students compare appropriate behavior between cultures.
Intended level:	Developing
Length of activity:	Two 50-minute sessions
Reflects standards:	2.1, 4.2
Materials needed:	Printed scenarios of culturally inappropriate behavior, overhead projector, transparencies, and transparency pens
How students work:	Large and small groups

Steps for Planning and Implementation:

1. Students read scenarios or dialogues in which a visitor to the target culture makes a social faux-pas. These situations should be tied to a context; such as, shopping, dining, or greeting customs.
2. Discuss in the target language why a visitor's behavior creates confusion or misunderstanding for the native speakers. Make a list of contrasting behaviors on the overhead and discuss them.
3. Divide students into groups and assign a scenario for each group.
4. Students create a dialogue to illustrate the situation. They may rely heavily on the earlier dialogues, but should include some original material.
5. The group presents the dialogue to the class.
6. Students record what the visitor should have done in each situation and why. Class discussion can follow.

Resources:

Snyder, Barbara (1975/1990). *Encuentros Culturales: Cross-Cultural Mini-Dramas*. National Textbook Co: Lincolnwood

Stern, Susan (1994). *These Strange German Ways*; The New Book. Atlantik Brücke. ISBN 3-925744-08-8

△ △ △

Frame that Tune

Activity summary: Students analyze music from the target culture and compare it to that of U.S. culture.

Intended level: Expanding

Length of activity: Five 50-minute sessions

Reflects standards: 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2

Materials needed: Traditional and popular music of the target culture; such as, audiotapes, compact discs, music videos, and videotaped concerts

How students work: Individually

Steps for Planning and Implementation:

1. Students listen and/or watch traditional and popular music of the target culture.
2. Through studying instrumentation and cultural, geographical, and political factors, students synthesize influences that are present in each type of music.
3. The teacher analyzes one of the songs with the class via
 - a. word attack and deciphering skills;
 - b. melody and the mood created;
 - c. instrumentation; and
 - d. cultural messages.
4. Each student selects a song that he/she has heard in class and performs a similar study of that song, including its lyrics, melody, instruments, and messages.
5. Students create a written, visual, and oral project and share the researched song with the class.
6. Students select a song from their own culture which they believe shares the same influences or messages as the song they have chosen from the target culture.
7. Using any or all of the aforementioned factors, students share the similarities between the two songs with the class.

△ △ △

Global Marketplace

Activity summary:	Students simulate trading on the world market.
Intended level:	Beginning
Length of activity:	Three to five 50-minute sessions, depending on depth of research
Reflects standards:	2.2, 3.1
Materials needed:	Posterboard and markers; materials to create products
How students work:	Individually and in large group

Steps for Planning and Implementation:

1. Guest speakers provide background on international business and marketing.
2. Teacher instructs students in the use of Internet and e-mail.
3. Divide students into groups. Each group selects a country and collects data concerning geographical, political, historical, and socioeconomic factors affecting trade.
4. Based on the information collected, each group selects a product indicative of the country's resources.
5. Groups work collectively to market their product, creating a company name, logo, slogan, and advertising plan.
6. Groups simulate buying and selling at an exhibit where they display their posters and products. The simulation can be conducted totally in the target language. If available, "international" trading is done via fax and e-mail with another school in the target country or with a company in the target country.
7. Students prepare oral reports summarizing profits and losses.
8. Variation: Invite students from other classes to participate, with the foreign language students acting as sellers and interpreters.

△ △ △

Guide Through A City

Activity summary:	Read a written paragraph and follow directions given in the paragraph to draw a path on a city map.
Intended level:	Beginning
Length of activity:	Two to three 50-minute sessions
Reflects standards:	1.2, 2.1
Materials needed:	City map with written directions relevant to that map
How students work:	Individually

Steps for Planning and Implementation:

1. Students review vocabulary on directions; e.g., turn right, turn left, go straight ahead (for a given number of blocks).
2. Students may also review vocabulary by viewing a paragraph of instructions on an overhead transparency and following the directions given.
3. Teach about the characteristics of a city from the target culture, and use a map of an actual city.
4. Give each student a city map on a handout with a written paragraph of directions. Beginning at a given starting point, each student draws a path on the city map according to the directions in the paragraph.
5. Provide a map with an outlined route. Each student writes the directions to go from one given point on the map to another. In the classroom, students give oral directions for another student to follow to get to a site in the school; e.g., the restroom, the office, etc.
6. Variation: Students ask for directions to a place of their choice. Students determine the accuracy of the directions. If they are not accurate, students determine where the directions lead.

△ △ △

House and Home

Activity summary:	Students create a house and a home.
Intended level:	Beginning (see worksheets for Expanding level)
Length of activity:	Six 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 2.2, (4.2)
Materials needed:	Vocabulary list; pictures; masking tape; labels; card game—e.g., <i>Concentration</i> ; worksheets A and B
How students work:	Large group, small groups, individually

Steps for Planning and Implementation:

1. Go through vocabulary list for pronunciation and explain cultural differences; for example, *Badezimmer* vs. *Toilette*.
2. Discuss Germany's population density, and ask how students think this affects living arrangements.
3. Show pictures of German houses, apartment buildings, and rooms using an overhead projector; and discuss how these compare to the students' homes.
4. *Wir bauen ein Haus!* Give students long pieces of masking tape and room cards and instruct them to make a house plan on the floor, labeling each room.
5. Hold up pictures of people doing activities that typically take place in a home. Describe them in German and ask where they do these things. As students call out the correct rooms, have them place the picture on the floor plan.
6. Once all of the pictures have been placed, describe each one again and have students return them to the teacher.
7. Pick up the room cards and begin TPR activity; such as, "Go to the garage" or "Go to the kitchen." Ask students to move from one room to another.
8. Give students a list of adjectives in English that are arranged as antonyms. Students play a concentration card game that encourages them to guess the meanings of adjectives using pictures and sentences as clues. Students fill in the German word on their vocabulary lists.
9. Explain the cultural importance of *gemutlich*.
10. Prompt students to describe the classroom; for example, "Is the classroom large or small?" The teacher agrees with them, modeling the sentence structure the students will use for their house plans; for example, "*Stimmt. Das Klassenzimmer ist gross.*"



11. Have students begin drawing the floor plan of their dream home. They are to bring their completed projects to class the next day.
12. Hold up magazine pictures of rooms. Ask students to describe them. Once all students are responding with complete sentences, write one or two sample sentences on the board. Explain that they will write a descriptive sentence for each room on their floor plan. As students finish, they post their plans on a bulletin board.

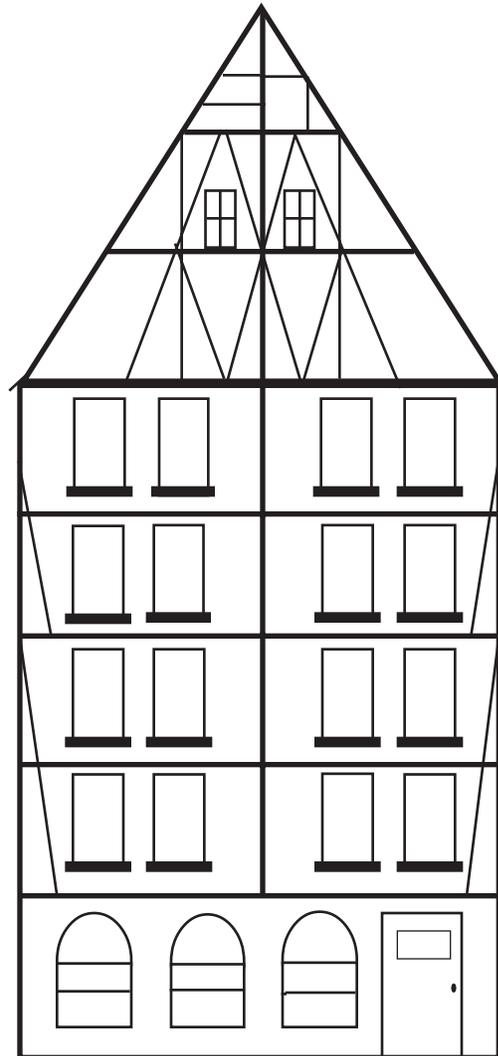
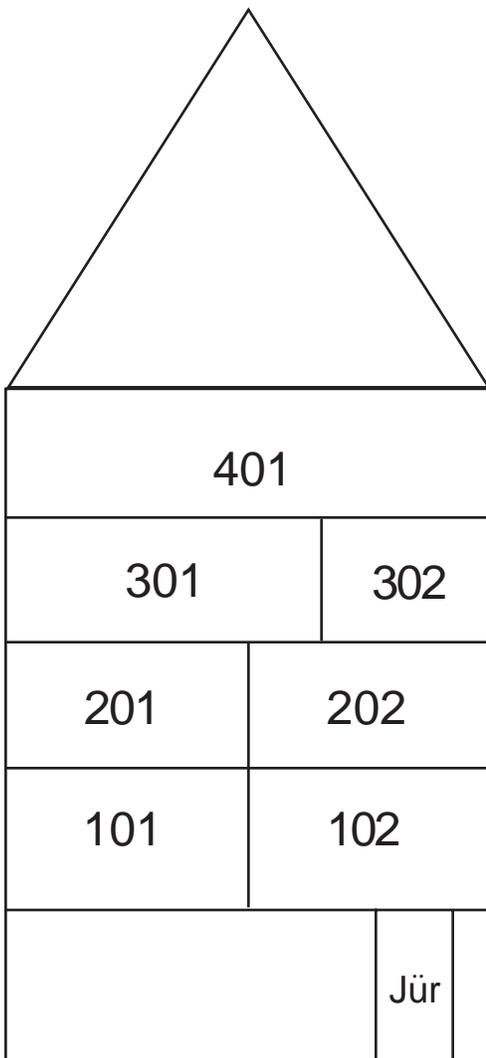
Resources:

Worksheets A and B following this scenario



Name _____

Das Haus Eisenhut



Interior:

- Living room, kitchen, bath, bedroom
- Living room, kitchen, bath, bedroom
- Living room, kitchen, bath, 2 bedrooms
- Living room, kitchen, bath, 2 bedrooms
- Living room, kitchen, 2 baths, 2 bedrooms
- Kitchen, bath, bedroom
- Living room, kitchen, dining room, 2 baths, 3 bedrooms

Haus Eisenhut:

A continuing writing project for upper-level German-language students

Introduction: Das Haus Eisenhut is located in Munich. There are seven apartments in the Haus Eisenhut. A total of twenty people live in the building. The residents range in age from children to grandparents. There are at least three children and at least three persons over 65 years of age who live in the building. You are an exchange student (*Austauschschüler/in*) living in apartment #401 with a host family. Fifteen (15) of the residents are German and five are of different nationalities; such as, Russian, American, Turkish, Italian, Yugoslavian, etc. (Don't forget that *you* are one of the foreigners!)

Composition Topics:

The Tenants: Complete the chart in German for each apartment. Be sure to include the following information:

1. Names of everyone living in each apartment
2. Age of each person
3. Occupation of each person who works; or indicate if a person is a student (*Schüler*), retired (*pensioniert*), etc.
4. Nationality of the five foreigners (watch agreement). Don't forget to include yourself as a foreigner in apartment #401. Remember: the building is in Germany, so everyone except the foreigners is *deutsch*.
5. Remember:
 - You must have someone living in each apartment.
 - You must have twenty (20) people in total living in the building.
 - You must have at least three (3) children in the building
 - You must have at least three (3) people over 65 years of age.
 - Later compositions will be more interesting if you try to have a variety of ages, occupations, and nationalities.
 - Include nationalities, occupations, and names of your tenants.

Picturing the People: Find pictures of all of the people who live in the apartment building; make a collage or put each apartment on a different sheet of paper; label the people by name and apartment. You could also find pictures of how the apartments are decorated if you wish.

▷▷▷

Describe the Building: How old is the building? What is the range of the rents? What is the decor? Is there graffiti? What is the style of the building? What is the neighborhood like—what is in the area, who lives there, etc.? What are the apartment rules? Do people like living there? Can you think of anything else?

A Death: Someone in one of the apartments dies. Tell who, how, and why. Tell about the death and the events leading up to and including the funeral.

A Party: Someone in the building is having a party. Tell who and why. Tell about the preparations this person makes. Describe the party—when, who comes, what kind of party, how does it go, what do the guests do, what happens at the party, when does it end?

A Trip: Someone is planning a trip. Who is it? Where, when, and why do they plan to go? What plans do they make? What will they do at their destination? How long will they be gone? Who will watch the apartment? Did they make any special arrangements?

A Visitor: Someone comes to visit someone in one of the apartments for a week. Who comes to visit whom and why? Friend or relative? Describe the activities that take place during the week because that person is there. Where do they go? What do they do?

A New Addition: One apartment gets a new “addition” to the family. Which apartment? Whose is it? What is it? Describe how the people in that apartment feel about the new addition.

An Inheritance: One person learns he/she has inherited money and one special item from someone who has died. Who died? Why has this person inherited the money? How much? What do they plan to do with it? What is the special item they received? What do they plan to do with it? Why is the item so special? What does the inheritor think of the item? Were there any stipulations placed on the inheritance?

Other Ideas:

- Moving Day
- Life in the A.M.
- A Secret Past
- A Crime
- A Meal
- A Knock at the Door
- Final One: Disaster Destroys the House or May 2010

△ △ △

International Trade

Activity summary: Students explore international trade issues between the U.S. and Mexico.

Intended level: Developing; expanding

Length of activity: Seven or eight 50-minute sessions

Reflects standards: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2

Materials needed: Research materials, NAFTA literature. Marketing and business staff may provide assistance for this scenario.

How students work: Individually or small groups

Steps for Planning and Implementation:

1. Students select (teacher-organized) tasks and conduct research using the Internet, books, periodicals, and interviews in the community to discover products, materials, and services that are 1) made in Mexico and are available in Nebraska, and 2) made in Nebraska and are available in Mexico.
2. Students report their findings to the class.
3. Students draw conclusions about geographical, political, and economic factors which are influences on and/or reflections of these products/materials/services.
4. Using media and literature about the National Free Trade Agreement (NAFTA) created by the United State and by Mexico, students compare and contrast the views of each culture on NAFTA.
5. Students hypothesize possible effects of NAFTA on current trade between Nebraska and Mexico.
6. Students use their research information and conclusions to either
 - a. create and perform a series of presentations for the international marketing and economics classes (in the first language) or in foreign language classes (in the target language); or
 - b. participate in a target-language debate about the effects of NAFTA on Nebraska's trade with Mexico.

△ △ △

Job Interview

- Activity summary:** Planned with the career education and/or business teachers as a resource, students prepare for and participate in a recorded mock job interview in the target language.
- Intended level:** Developing
- Length of activity:** Five to seven 50-minute sessions
- Reflects standards:** 1.1, 1.2, 1.3, 3.1, 3.2
- Materials needed:** Target language newspapers and printed materials, members of the business community, tape recorder, and blank cassettes.
- How students work:** Individually and in groups

Steps for Planning and Implementation:

1. Students read about jobs in classified ads from newspapers or other printed materials in the target culture.
2. Students research a future career interest using target language encyclopedias, Internet, or first-language materials (if only source available).
3. Members of the local business community (ideally, those who use the target language or work with people who do) visit the foreign language class and discuss:
 - a. the connections between their companies and the target culture;
 - b. the nuances of conducting business with people from the target culture; and
 - c. the qualities they seek in future employees.
4. Students brainstorm qualities an employer would want in their particular career, and they search for connections between this career and the target culture (again, using target language materials, if possible).
5. Students work in groups to produce possible questions an employer might ask during an interview in the target language.
6. Students participate in an audio-taped mock-interview with an employer in the field of their choice. Ideally, the role of the employer should be played by a native speaker and/or the teacher.
7. Each student then writes a reflection journal—in the target language—about the interview, evaluating his/her strengths and weaknesses.
8. The teacher and/or native speaker give(s) feedback on the student's journal.
9. The audio-taped interview and the reflection are included in the student's portfolio.

△ △ △

Know Your City

Activity summary:	Student groups create a flier/brochure of their city/town.
Intended level:	Developing
Length of activity:	Three 50-minute sessions
Reflects standards:	1.1
Materials needed:	Map of city, drawing paper, magazines
How students work:	In groups

Steps for Planning and Implementation:

1. Divide class into groups to create a flier or brochure to help visitors learn about the students' city/town .
2. In groups, students brainstorm items and points of interest about the city/town.
3. Students write descriptions about each point of interest using a dictionary to find vocabulary in the target language to identify/describe the items.
4. Students cut out pictures from magazines or draw pictures to illustrate the points of interest.
5. Each group produces a flier or brochure using the written descriptions and pictures.
6. Groups present the brochure to class.
7. Use the brochure to role-play giving advice to visitors.
8. Send the brochure to students in the target culture asking them to send information about their town in return.

△ △ △

La Comida

Activity summary: Create a menu to learn food vocabulary. Role-play ordering food in a restaurant setting.

Intended level: Beginning

Length of activity: Five 15-minute sessions

Reflects standards: 1.3, 2.1, 3.1

Materials needed: Simple props: table, chairs, authentic menus, pad/pencil, maybe tray, etc.

How students work: In groups

Steps for Planning and Implementation:

1. Study vocabulary and discuss different connotations of words; e.g., *vaca-carne*, *cochino-puerco*, etc.
2. Show students example of authentic Mexican menu. Discuss prices; i.e., comparative U.S. cash value.
3. Students prepare an appealing menu in Spanish using appropriate food and meal dishes with prices.
4. In groups of four or five with one student acting as waiter, students role-play entering a restaurant and ordering food. Dialogue must include: proper formal greeting, discussion of prices, receiving the bill, paying and counting change.

△ △ △

Les Habits (Clothing)

Activity summary:	Students discuss different styles of clothing and learn how personal characteristics influence the mode of dress.
Intended level:	Developing; expanding
Length of activity:	Five 40-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 3.2, 4.2, 5.1
Materials needed:	Magazines or photos, camcorders, computer, description of initial five styles
How students work:	Individual and in groups

Steps for Planning and Implementation:

1. Students review vocabulary about clothing and personal traits using the target language.
2. Students read five short (one-page) articles identifying five typical modes of dress among teenagers; for example, *Le Baba* (expensive clothes), *La Loden* (trendy), *La Minorité Silencieuse* (nerd), *Bon Chic/Bon Genre* (yuppie), *La Punkette* (punk).
3. Students discuss each style and the characteristics of a particular genre or mode of fashion. Students discuss whether these styles and personalities exist at their own school and identify the percentages of each style apparent at the school.
4. In small groups, students discuss the personality traits indicated by each mode of dress. Each group reports to the whole.
5. Each student chooses a picture from a magazine or a photo and, in the computer lab, writes an accurate physical description of the fashion style indicated by the photo. The final copy should include a picture, a physical description, and a personality description. The personality description would include the probable interests and social life of the figure represented in the photo.
6. Students present their study to the class in one of the following forms:
 - a. A report in French
 - b. A video
 - c. A style show, complete with moderator
7. Coordinate with the Department of Family and Consumer Sciences for this presentation.

△ △ △

Let's Celebrate!

Activity summary: Students organize the details for a party and role-play guests and hosts.

Intended level: Developing

Length of activity: Five or more 50-minute sessions

Reflects standards: 1.1, 1.2, 1.3, 2.1

Materials needed: Video of a cultural celebration; for example, "Quinceañera" from *Teacher's Discovery*; video player and TV, worksheet about video

How students work: Large group, individually, and in small groups

Steps for Planning and Implementation:

1. Students view and discuss the video. Individually, students complete the worksheet which focuses on steps involved in planning the celebration, comparing it to other celebrations in American culture.
2. Discuss the worksheet as a class.
3. Divide class into groups of three or four students. Groups decide on the kind of party and define steps in sequence that are needed to plan it. Students use the target language to plan and divide up the chores to be accomplished.
4. Students present their plan to the class, which listens for organization and fun ideas. The class decides which group's plan to implement as a class project.
5. The selected group receives extra class time to work on the preparations. Meanwhile, students consider what would be appropriate behavior at the party and identify persons who might attend the party; for example, an annoying little brother, a friendly uncle, peers, etc.
6. Hold the party during a class period (or outside of class). Students come prepared to act out roles of people attending the party that have been assigned to them.
7. After the party, each student reflects on her/his impressions of the party and the behavior of participants either in writing or discussion with a partner.

△ △ △

Resources:

For *Teacher's Discovery* Catalog:
1-800-TEACHER

May I Take Your Order Please?

Activity summary:	Students place phone orders from a J.C. Penney catalog in the target language.
Intended level:	Expanding
Length of activity:	One 45-minute period
Reflects standards:	2.2, 3.2, 4.2
Materials needed:	Catalog in the target language, order forms, toy telephones
How students work:	Pairs

Steps for Planning and Implementation:

1. Students check the catalog for items not usually seen in a U.S. catalog; for example, first communion dresses, fifteenth-year party dress. Discuss cultural differences.
2. Each student selects three items from the catalog.
3. Students divide into pairs to role-play a caller and an operator.
4. The caller uses the toy telephone to call and asks to place an order. The operator asks for size, colors, prices, page numbers, etc. The operator gives delivery dates and cost.
5. To add interest, the caller may occasionally get a wrong number, items may be out of stock, or may be put on hold.
6. The pairs reverse roles and repeat step #4.

△ △ △

Migrant Farm Workers

Activity summary:	Students investigate the plight of migrant farm workers.
Intended level:	Expanding
Length of activity:	Seven or eight 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3, 2.1, 3.2, 4.2, 5.1
Materials needed:	Book: <i>El Camino de Amelia</i> , cassette recorder, camcorder, blank audio and video tapes, research materials
How students work:	Individually, pairs, small groups

Steps for Planning and Implementation:

1. Using reading skills (such as skimming, scanning, cognates, and contextualized guessing), students read *El Camino de Amelia*, a children's book about a girl whose parents work as migrant farm workers.
2. Students work in pairs to digest the text, orally reporting paraphrases of the story line into a cassette recorder.
3. For overnight homework, students write in journals on the idea, "If I were Amelia...."
4. Students read their journals to a peer; the peer helps the student polish her/his journal.
5. In pairs, students create a two-page alternative ending for *El Camino de Amelia*, including student-generated text and illustrations.
6. Journals and alternative endings are exchanged with those of another class, preferably a class from a community that has migrant farmworkers.
7. In pairs, students read and reflect on the other class's journals and alternative endings.
8. Students conduct small-group, video-taped discussions about similarities and differences between their products and those of the other class.
9. Students create suggestions for improving the situation of migrant farm workers and their families to send to policy makers, employers, or workers.
10. Students select and investigate another work-related problem in their society, and prepare notes and speak about solutions for this problem.

Resources:

Altman, Linda Jacobs (1993). *El Camino de Amelia*. Lee and Low Books, Inc. New York. Available from Niños, P.O. Box 1163, Ann Arbor, Michigan, 48106; 1-800-634-3304.

△ △ △

Opinion Survey

Activity summary: Students form a question in the target language asking people to make a choice; survey twenty-five people and convey results in a visual aid.

Intended level: Beginning

Length of activity: Two 50-minute sessions

Reflects standards: 1.1, 3.1

Materials needed: Student choices of materials for visual aid presentations

How students work: Individually

Steps for Planning and Implementation:

1. Students learn how to ask, “Which do you prefer?” and respond, “I prefer...” Can be used with food, colors, clothes, music, animals, activities, etc.
2. Students form one (or more) questions in the target language; e.g., “Which do you prefer, watching TV or going to the movies?” or “Which do you prefer, milk or tea?”
3. Students interview at least twenty-five students and tabulate the results.
4. Students create visual aids reflecting the results; for example, students may cut pictures out of magazines, make charts or graphs on the computer, paint or draw, etc.
5. Students present their question(s) and visual aid(s) to the class.

△ △ △

Paris Monuments

Activity summary:	Research on a Parisian monument
Intended level:	Beginning
Length of activity:	Five 45-minute sessions
Reflects standards:	2.2
Materials needed:	Realia from various monuments (requires authentic material): informational brochures, guides, post cards, pictures, slides, anything concerning the major Parisian monuments as well as Versailles.
How students work:	In groups

Steps for Planning and Implementation:

1. Students choose their groups (no more than three per group).
2. Groups pick a monument to research; e.g., Eiffel Tower, l'Arc de Triomphe, Louvre, etc.
3. Each group assembles the four components to the project: a post card in French, an oral presentation, a written report, and a travel brochure.
4. Students research the history and present-day significance of the monument for a report.
5. In five French sentences, students describe their monument. The class tries to guess the monument.
6. Students present an oral exposé of their monument, including the information in #4, the closest metro stop, phone number, opening hours, and entrance fees, if any. Students may use various methods to present their monument in an oral report; such as, video, a traditional lecture format, or a skit. Slides may be used as well as other visual aids.
7. Students also prepare a travel brochure about their monument listing its name, location, closest metro stop, opening hours, and fees, if any. (This information is available on the Internet.)
8. In addition, students design a post card written to a French-speaking friend telling about the monument in five French sentences.
9. The U.S. received the Statue of Liberty from the French. What statue/monument would you give to the French people in the 21st century that would reflect the French and/or U.S. culture?

△ △ △

Read All About It

Activity summary:	Students create a class newspaper in the target language.
Intended level:	Beginning
Length of activity:	Five 30-minute class sessions
Reflects standards:	1.1, 1.3
Materials needed:	Paper, pencils, access to copier or duplicating machine, dictionaries, stapler
How students work:	Individually or in pairs

Steps for Planning and Implementation:

1. Pick a sufficient number of topics to allow each student to be involved. This may be done by the teacher or in a brainstorming session with the class. Examples of topics: hottest TV shows; hottest movies; cartoons; crossword or word search puzzles; a recipe; favorite pets; favorite sports; interviews with teachers, classmates, principal; ads; etc.
2. Each student or pair of students chooses a topic for which to be responsible.
3. Students develop and practice questions to ask people to get information.
4. Students work on the topics; e.g., conduct interviews; draw cartoons, ads; create crossword and/or word search; etc.
5. Students proofread each other's newspaper articles.
6. All contributions are put together in a newspaper format.
7. The newspaper is duplicated and distributed to class members and other interested persons in the school (principal, people interviewed, etc.).

Adapting this Scenario: This scenario targets students at the *beginning* level of language development, but it can easily be adjusted to meet the learning expectations of students at the *developing* or *expanding* level. For example:

<p>Students at the <i>beginning</i> level are able to prepare:</p> <ul style="list-style-type: none"> ◆ simple interviews ◆ recipes, lunch menus ◆ captions for photographs ◆ simple cartoons ◆ sports scores ◆ lost-and-found reports ◆ lunch menus. ◆ charts, graphs, maps ◆ word search puzzles 	<p>Students at the <i>developing</i> level might also include:</p> <ul style="list-style-type: none"> ◆ a school calendar ◆ crossword puzzles ◆ TV guides ◆ articles; such as, fashion reviews, who's who in the school ◆ horoscopes ◆ want-ads 	<p>Students at the <i>expanding</i> level are able to add:</p> <ul style="list-style-type: none"> ◆ student-produced editorials ◆ letters to the editor ◆ advice columns ◆ restaurant or movie reviews ◆ poetry ◆ culturally appropriate cartoons ◆ travel information
---	---	---

Shopping for Clothes

Activity summary:	Students role-play customers and sales representatives in a clothing store.
Intended level:	Developing
Length of activity:	Four to five 50-minute sessions
Reflects standards:	1.1, 1.2, 2.1
Materials needed:	Authentic catalogues and advertisements, videotape of shopping interactions, TV, VCR, props, nametags, 3"x5" cards.
How students work:	Pairs

Steps for Planning and Implementation:

1. Students learn vocabulary of clothing and use authentic materials—i.e., catalogues and advertisements—to enhance their learning.
2. Students learn phrases used by customers and sales representatives in a clothing store, ideally through TPR activities and role-plays.
3. Students watch videotaped segments of interactions in a clothing store. (Sources of videotapes can include commercially made videotapes, or teacher-produced videotapes of higher-level students role-playing customers and salespersons, and end products from the previous year's students.) Students use these segments to reinforce prior learning and to become aware of the social conventions that are expected when shopping in a clothing store in the target culture.
4. In pairs, students practice following these conventions and role-playing different situations that can happen in a clothing store; such as, wrong size, wrong color, wrong style, and method of payment.
5. Students role-play in a classroom-created clothing store or, if possible, in a community clothing store in which the target language is used. Students act as customers and sales representatives. Native speakers, who have been coached in this activity and understand the expected level of student performance, also act as customers and sales representatives. Every participant wears a name tag to identify role he/she is playing.
6. After the role-play, students and native speakers use 3"x5" cards to write constructive feedback to at least two other people with whom they had contact during the role-play. The cards are given to the teacher to disseminate.

△ △ △

Sportscaster

Activity summary: Students listen to sports commentaries in the target language and prepare and act-out peer-made versions.

Intended level: Developing; expanding

Length of activity: Two 50-minute sessions

Reflects standards: 1.2, 1.3

Materials needed: Prepared video segments of several sporting events, an audio-tape recorded from the video, poster paper, markers, blank audio tapes (one for each student group), tape recorders, props for each sport, worksheets with sports pictures for identification

How students work: Individually, in pairs, and in large groups

Steps for Planning and Implementation:

1. Prepare a video comprised of segments of six different sporting events with commentary in the target language, either from a commercial source or taped from TV (or ask a native speaker to prepare a commentary on an audio tape to accompany the segments on video tape that are in English).
2. Students listen to the audio portion of the commentary of the six sporting events without viewing the video and identify each sport from the auditory clues..
3. In a large group, students identify key terms and differences in the volume, speed, etc. of the commentator that might vary with the sport. These are written on a poster.
4. With the tapes available for reviewing, students work in pairs to prepare a similar (possibly simplified) commentary of a sporting event. Students create a written and audio-taped script without revealing to others what sport they are describing.
5. Confer with students to suggest ideas or changes. After modifying their commentary, students trade the audio-tape/script with another pair. Students listen to the peer-prepared tape, select appropriate props, and act out the sport to the class according to the commentary while the tape plays.
6. The class responds individually (on paper) on the key words and any confusion between the audio and the acting. The teacher reads the responses, then shares them with the creators and actors.
7. Finally, the entire class listens to an audio tape in which the order of the sporting events has been changed from that on the video and matches pictures on the worksheet to what they hear.

△ △ △

Stock Market Game

Activity summary:	Students simulate stock market purchases of target language companies over a two-month period.
Intended level:	Developing
Length of activity:	Eight sessions of varying length
Reflects standards:	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 5.1
Materials needed:	Daily stock quotations and foreign currency exchange rates; prepared graphs
How students work:	Individually

Steps for Planning and Implementation:

1. A large graph is set up on the wall to chart the weekly exchange rates. Students take turns marking the weekly changes on the chart.
2. Students are given 100,000 dollars, francs, marks, etc. in play money.
3. Students select stocks from various resources—such as, foreign newspapers, stockbrokers, Internet, community resources, etc.— and decide how much to invest in each.
4. Students set up graphs and report to the class on changes in their investments in both the foreign currency and in dollars.
5. Students (on their own) check the progress of their stocks, make decisions on buying and selling, and continue to chart their activities on their own graph. Periodically, they report to the class on their decisions giving values in both foreign currency and dollars.
6. At the end of two months, the student with the most stock value is declared the winner.

△ △ △

Structures of Roman Entertainment

Activity summary: Students research one type of entertainment and the type of building used, construct a model of the building, and reenact a performance.

Intended level: Developing; expanding

Length of activity: Two weeks: two 35-minute class sessions for preparation, homework, two or three class sessions for reenactments

Reflects standards: 2.2, 3.1, 3.2

Materials needed: Research/reference sources, model building materials (like papier-mâché)

How students work: Small groups

Steps for Planning and Implementation:

1. Read in Latin about public entertainments (class assignment).
2. Form groups. Each group selects one of the following:
 - a) gladiator shows; b) circus games—chariots and track and field events; c) drama/comedies in theater.
3. Each group researches their chosen topic, answering questions such as:
 - Who especially liked this type of entertainment?
 - What type of structure was used?
 - How did form fit the function of that structure?
 - Are there modern counterparts/replicas of it?
 - Are any ancient structures still in use? What made them so durable?
 - Who performed this type of entertainment?
 - Were slaves involved as builders or performers?
4. Each group builds a model of the chosen structure and presents it to the class.
5. Each group reenacts a performance of their chosen event.

Note: The use of Latin language in steps 3, 4, and 5 will depend on the ability of the participants.

△ △ △

Summertime

Activity summary:	Students write a letter to the teacher during the summer describing what they have done and will be doing.
Intended level:	Developing
Length of activity:	Two class periods
Reflects standards:	1.1, 1.2, 1.3, 5.1
Materials needed:	Paper, envelope, stamp
How students work:	Individually and in groups

Steps for Planning and Implementation:

1. On the last day of school, students receive an envelope addressed to the teacher with instructions to write a letter to the teacher during the summer describing what they have done and will do while on vacation. The teacher promises to send a postcard while traveling if the letter is received before teacher's departure date or the teacher will respond if the letter is received before the first day of school. This becomes each student's first grade of the next school year.
2. The teacher responds to the students' letters in the target language and gives the students instructions about something to bring or do for the first day of class.
3. The teacher uses information in the letters from the students to make questions for the students to answer which will require everyone to read all of the letters; for example: Who went to Disneyworld this summer? What did Laura buy at the Mall of America? Each student receives a copy of the questions.
4. The original summer letters from the students are taped on the classroom walls so students can read them easily. (Note: no corrections are made on the posted letters.)
5. The letters remain posted for about a week to create interest among other classes and so that students can read them and ask questions informally.
6. Use the activity as a starting point to discuss summer activities. Classmates can express surprise, envy, etc., and share stories.

△ △ △

Television Commercials

Activity summary: Using information acquired from a unit on television advertising in the target language, students create their own television commercial.

Intended level: Developing

Length of activity: Five 50-minute sessions

Reflects standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1

Materials needed: Camcorder (video), examples of commercials from target culture, VCR., TV, props.

How students work: In small groups and entire class

Steps for Planning and Implementation:

1. As part of a unit on television advertising in the target language, students view a number of television commercials from the target culture. Students analyze these commercials in terms of the products being sold, the techniques used to sell the products, and the way in which the target language is used. Students then compare and contrast commercials in the U.S. with commercials from the target culture.
2. Divide students into groups of two or three. Tell students they will be making a commercial in which they will promote a product popular with American teenagers in the target culture.
3. Student choose a product that they would like to promote and obtain approval from the teacher.
4. Using the information obtained from their advertising unit, students create a commercial that would effectively promote their product in the target culture.
5. Students create an outline and then develop the outline into the commercial, which should be approximately sixty seconds in length.
6. Give students sufficient practice time in class before videotaping takes place.
7. After videotaping, the class views each commercial and votes on the commercials in a number of different categories; such as, best, funniest, most original, and most persuasive.

△ △ △

Till We Meet Again!

Activity summary:	Students read several related folk tales and create original ones.
Intended level:	Expanding
Length of activity:	Ten or more 35-minute sessions
Reflects standards:	1.2, 1.3
Materials needed:	Copies of folk tales
How students work:	Class, individually, and in small groups

Steps for Planning and Implementation:

1. In German class, read three or more stories about Till Eulenspiegel. The teacher reads the story to the students and then asks basic questions to check comprehension.
2. Students get copies of stories and reread them in small groups for some details.
3. Individually, students write summaries in the target language of each story and then trade with another student to proofread.
4. Do worksheets: a) put sentences from teacher's summary in correct sequence; b) fill in blanks in teacher's summary.
5. As a class, discuss the personality of the main character. Project how he would act and what jokes he would play on people at the students' own school.
6. Students write original stories about Till at school using word-processing on computers. Stories are proof-read, corrected, and assembled into packets of all stories for each student.

△ △ △

A Visit to the Grocery Store

Activity summary:	Students visit a local market to do a project using signs in Spanish of fruits and vegetables.
Intended level:	Beginning to expanding depending on the questions used
Length of activity:	Forty-five minutes to one hour
Reflects standards:	1.1, 3.1, 4.2 5.1
Materials needed:	A store with signs in a target language or pictures of items in the language
How students work:	Individually or in pairs

Steps for Planning and Implementation:

1. Students study vocabulary for various fruits and vegetables in class.
2. Students visit a grocery store during class.
3. Give students a list of questions in the target language that can be answered by using the signs in the store.
 - Sample questions: What is the difference between melón and melón dulce (cantaloupe and honey dew)? What does “madura” mean in “piña madura”? Which costs more, frambuesas or fresas? How is sandia sold (whole, half)? What is another word for “maiz”?
 - Some questions are answered in English and others in Spanish. Some questions may ask about fruits and vegetables that they haven’t studied before.
 - Make different lists by arranging the questions in different order so that students are not all in the same part of the store at the same time.
4. Students return to class and discuss the experience—what they learned, what was new, and new foods they were able to sample; for example, jicama, papaya, mango, tuna (prickly pear), coconut, and granada (pomegranate).
5. Give students a list of six items. Students write the price in English and then convert the cost to pesos.

△ △ △

Whodunit

Activity summary:	Students create and take part in a mystery story.
Intended level:	Developing
Length of activity:	Two or three 50-minute sessions
Reflects standards:	1.1, 1.2, 1.3
Materials needed:	Poster paper and markers
How students work:	In groups

Steps for Planning and Implementation:

1. Divide students into groups of six or more.
2. Each group creates its own mystery story idea; for example, the murder of a fictional character, or the theft of a diamond or painting.
3. Each group comes to consensus about the crime scene (where and when), the weapon, and any other relevant information to use in its presentation to the class.
4. The group can organize its thoughts on a poster showing the crime scene, the weapon, and any other relevant information to use in its presentation to the class.
5. Each student in a group assumes the role of a character in the story. Together, the group determines what relationships may exist among the characters. Make name tags for the characters/relationships; for example: Mrs. Dubois, the widow of the victim.
6. Each character determines his/her own alibi, personality traits, etc. The student may want to put this information on a note card for reference.
7. The “guilty” person cannot tell any lies about his/her whereabouts or motive for the crime, but he/she is not obliged to admit to the crime.
8. To make it more interesting, some of the “not-guilty” characters should also have possible motives and questionable actions or statements.
9. The group presents their mystery to the class using the poster to explain relevant details of the crime and to introduce the characters. The characters may dress in costume to better play their roles.
10. Members of the class may ask the characters questions to try to determine “whodunit.” They may not ask a character if he/she is guilty; only details concerning time, place, motive, opportunity, relationships, etc., may be asked.

▷▷▷

11. After ten minutes of questioning from the class, the teacher, acting as detective, should ask for a vote to determine who the class thinks is guilty.
12. The teacher/detective encourages a couple of students to tell why they voted the way they did.
13. Finally, the guilty character must step forward and proclaim his/her guilt and explain the motive for the crime.
14. Congratulations or recognition is given to those students who figured out whodunit.
15. Each of the other groups presents in turn.

△ △ △

Glossary

articulated	planned progressive transition from one level to the next higher level
assessment	an on-going evaluation by a teacher to determine how a learner is progressing, often for the purpose of making decisions about what instruction is needed by the learner
aural/ visual/ context clues	auditorially- or visually-perceived linguistic and situational cues which aid the derivation of meaning
authentic documents/ materials/sources	those which originate in the same language and culture as that being studied, taught
beginning/developing/ expanding stage of development	an arbitrarily defined phase of development in the long-term process of acquiring a language
best practices	those classroom procedures which have been shown to be most effective in the achieving of desired (defined) outcomes
cadre	a nucleus of trained personnel around which a larger organization can be built and trained (<i>The American Heritage Dictionary of the English Language, 1976</i>)
circumlocution	using alternate (roundabout) words and phrases to convey meaning or express an idea
classical languages	the forms of Latin and Greek used in ancient Greek and Latin literature
cognates	words in different languages derived from the same root
cognitive boost	an increase in the ability to learn and to associate/analyze information
collaborative learning	students engage in communicative activities with the teacher and each other in a cooperative atmosphere
communication-based instruction	teacher facilitation of written and conversational exchanges in which students express personal ideas or meaningful information in real or simulated situations

communicative acquisition	learning the elements and forms of a language through the functional use of that language, as opposed to formal study of its grammar
connections	opportunities or means for learners to experience directly
constructivism	learning as a constructive process in which knowledge structures are continually changed to assimilate and accommodate new information
content-related foreign language	classes such as history, math, geography, in which a foreign language is employed and learned in combination with delivery of the core subject matter (content)
contextualized material	material presented in a situational context; visually-organized cues
cooperative learning	a small group process in which students work together to achieve group goals and further their own learning
critical thinking	thinking which is characterized by careful and exact evaluation and judgment
cultural allusions	references to information regarding the target culture, its people, and their way of life
cultural perspectives	societal viewpoints; i.e., those ideas, attitudes, beliefs, opinions, shared by a given society
descriptors	words of description; verbal cues
developmentally appropriate	consistent with the learner's stage of cognitive development
exploratory foreign language program	a curricular program which allows students to sample one or more foreign languages
expressive forms	<i>see:</i> forms of culture, expressive
foreign language education	foreign language teacher preparation
foreign language learning	the perception, acquisition, organization, and storage of linguistic forms and cultural meanings of a language other than the learner's native language

forms of culture, expressive	formal representations of a culture as expressed through, for example, literature, art, music, drama, dance, speech, ritual
forms of culture, utilitarian	customary interactive behaviors and organizational patterns which make up and facilitate “everyday way of life” in a society
frameworks	a document which defines, supports, and sets parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation
functional proficiency	refers to the ability to communicate at some level (0 = novice to 5 = native) as measured on the Foreign Service Institute (FSI) Scale
global	an all-inclusive world concept; worldwide; implies that language and cultural study are essential for effective world citizenship
goals	the purposes, aims, or ends to which an endeavor is directed
grammar-based foreign language instruction	a deductive method of instruction based upon the analysis and learning of rules of grammar, together with bilingual lists of vocabulary to be applied in decoding reading passages
idiom	a speech form that is peculiar to itself within the usage of a given language (<i>The American Heritage Dictionary of the English Language</i> , 1971)
immersion programs	foreign language classes taught entirely in the target language and without reference to the native language (English)
interdisciplinary	connecting selected linguistic and cultural facets of a foreign language to related aspects of other disciplines or subject areas in the curriculum
internalization	the organization of information in long-term memory so that it is accessible as background material to be used (reorganized) as needed
language acquisition	a subconscious process similar, if not identical, to the way children develop ability in their native language (Omaggio, p. 29)
learning styles	preferred modes of learning—e.g., visual, auditory; various systems of classification exist

learning scenario	activities designed for the student to demonstrate progress levels in regard to specified objectives
less-frequently taught language	a language other than those most commonly taught in the public schools; e.g., Chinese, Japanese, Russian, etc.
lexicon	vocabulary
master teachers	a nucleus of trained teachers capable of training others in varied teacher-development opportunities
modalities	modes of communication encompassing listening, speaking, reading, writing
multilingual	able to communicate in more than one language
overarching	extending over, above, encompassing
partial immersion	judicious use of the native language in an otherwise total immersion foreign language learning setting
perspectives of the target culture	interpretations of a culture as generally articulated by native speakers of that society or as inferred in its documents
pilot schools	selected Nebraska schools which use action research as a tool to evaluate the implementation of the Nebraska K-12 Foreign Language Frameworks
proficiency	communicative ability in all forms of language and cultural interaction
proficiency guidelines	a hierarchy of overall (general) characterizations of integrated performance in speaking, listening, reading and writing adopted and published by ACTFL in 1986, and which provides a generic description of each level contained therein
progress indicators	detailed statements which describe what students should be able to do to achieve a specific goal or standard
reflection journal	personal writing about an event or situation; the student remembers, thinks about, and records opinions, feelings, impressions as recalled
role-play	to imagine oneself as a specified person in a given situation and act (speak) the part as though one were that person

scenarios	individual and interactive classroom activities designed to help students achieve specific goals and meet set standards
sociogeographic	both social and geographic; a perspective which considers geography together with human interactive influences
standard	expected level of accomplishment; norm
storyboard	a visual display or manipulative used to illustrate or tell a story
syntax	the branch of grammar dealing with forming phrases, clauses, sentences
synthesize	to combine so as to create a new product, idea, utterance, outcome
systematic change	planned modification, alteration, to take place over or within a specified time
target cultures	societies represented by native speakers of the target languages studied
target language	the foreign language elected by the learner
TPR	Total Physical Response; a method used by James J. Asher based upon an initial period of listening and utilization of commands which students follow to show comprehension
transescent	middle school student; pre- or early adolescent
utilitarian forms	<i>see:</i> forms of culture, utilitarian
Venn diagram	two intersecting circles used to illustrate separate but related concepts; the inner part formed by the intersection represents similarities; the outer parts represent differences
word webbing	a composite graphic device in which a central concept (word or phrase) appears in a circle centered on the page; around that, spokes of additional circles are identified and added, delineating various features of the main idea (concept)

△ △ △

References

- American Council on the Teaching of Foreign Languages. 1986. *ACTFL Proficiency Guidelines*. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages.
- Aieta, R. (1995). National standards: not for me, not yet. *NEA Today*, April 1995, p. 31.
- Allen, W., Anderson, K. & Narvaéz, L. (1993). Foreign languages across the curriculum. In J. Oller, Jr., (Ed.) *Methods That Work* (pp. 149-157). Boston: Heinle & Heinle .
- Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom* (pp. 82-119). Cambridge: Cambridge University Press.
- Armstrong, K. M. & Yetter-Vassot, C. (1994). Transforming teaching through technology. *Foreign Language Annals*, 27, 475-486.
- Arries, J. F. (1994). Constructing culture study units: A blueprint and practical tools. *Foreign Language Annals*, 27, 523-534.
- Articulation and Achievement Project (1992). *Provisional Learning Outcomes Framework* (pp. 4, 6, 8). New York: The College Board; American Council on the Teaching of Foreign Languages (ACTFL); New England Network of Academic Alliance in Foreign Languages.
- Avila, L., Van Tassell, F., Dixon, M. & Tipps, S. (1995). Texas adopts new standards for educator preparation. *Educational Leadership*, 52 (6), 68-71.
- Ballinger, V. S., Sherer, V. E., & Markovich, L. (1995). Putting the proficiency-oriented curriculum into practice. In G. Crouse (Ed.), *Broadening the Frontiers of Foreign Language Education* (pp. 124-138). Linwood, IL: National Textbook Company.
- Birdsong, D. (1994). Decision making in second language aquisition. *Studies in Second Language Acquisition*, 16 , 169-182.
- Bowley, K. (1995). What K-4 students are expected to know and do in foreign language. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Brinton, D. M. & Snow, M. A. (1989). *Content-Based Second Language Instruction* (pp. 26-44). New York: Newbury House Publishers.
- Birckbichler, D. W., Robison, R. E., & Robinson, D. W. (1995). A collaborative approach to articulation and assessment. In G. Crouse (Ed.), *Broadening the Frontiers of Foreign Language Education* (pp. 107-123). Linwood, IL: National Textbook Company.
- Byram, M. & Morgan, C. (1994). *Teaching-and-learning language-and-culture* (pp. 50-60). Clevedon; Philadelphia: Multilingual Matters

- Carr, T. H. & Curran, T. (1994). Cognitive factors in learning about structured sequences. *Studies in Second Language Acquisition*, 16, 205-230.
- Cohen, D. (1995). What standards for national standards? *Kappan*, 76, 751-757.
- Colorado Model Foreign Language Standards Task Force (1995). *Preliminary Model Content Standards for Foreign Language* (first draft for public comment). Denver: Colorado Department of Education.
- Curtain, H. (1993). Methods in elementary school foreign language teaching. In J. Oller, Jr. (Ed.) *Methods That Work* (pp. 118-124). Boston: Heinle & Heinle.
- Curtain, H. A. & Pesola, C. A. (1988). *Languages and Children: Making the Match* (pp. 66-68). Reading, MA: Addison-Wesley Publishing Company.
- Draper, J. B. (1994). National standards in foreign language education: answering the questions. *ERIC/CLL News Bulletin*, 17 (2), 1, 6-7.
- Eisner, E. (1995). Standards for American schools: help or hindrance? *Kappan*, 76, 758-764.
- Fox, J. L. (1995). Generative language research and whole language: theory to practice. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Fraser, C. (1995). Portfolio assessment in the foreign language classroom: what works. In G. Crouse (Ed.), *Broadening the Frontiers of Foreign Language Education* (pp. 98-106). Linwood, IL: National Textbook Company.
- Gandal, M. (1995). Not all standards are created equal. *Educational Leadership*, 52, (6), 16-21.
- Glover, R. (1993). *Developing a System of Skill Standards and Certification for the Texas Work Force*. Austin, TX: Texas Department of Commerce, Workforce Development Division.
- Harley, B. (1986). Age in Second Language Acquisition. *Multilingual Matters*; 22.
- Heining-Boynnton, A. L., & Jackson, F. R. (1995). Dual practicum placements in the foreign language curriculum. In G. Crouse (Ed.), *Broadening the Frontiers of Foreign Language Education* (pp. 139-160). Linwood, IL: National Textbook Company.
- Hennessey, J. M. (1995). Using foreign films to develop proficiency and to motivate the foreign language student. *Foreign Language Annals*, 28, 116-133.
- Holobow, N. E., Genesee, F. & Lambert, W. E. (1991). The effectiveness of a foreign language immersion program for children from different ethnic and social class backgrounds: Report 2. *Applied Psycholinguistics*, 12, 179-198.
- Indiana Foreign Language Proficiency Guide* (draft July, 1994), excerpted pages.
- Kern, R. G. (1995). Students' and teachers' beliefs about language learning. *Foreign Language Annals*, 28, 71-92.
- Krashen, S. (1993). Sheltered subject-matter teaching. In J. Oller, Jr. (Ed.) *Methods That Work* (pp. 143-148). Boston: Heinle & Heinle.

- Lewis, A. (1995). An overview of the standards movement. *Kappan*, 76 , 744-750.
- Liebowitz, D. (1995). *How young children learn determines how we teach*. Unpublished manuscript.
- Madden, J. (1993). *The Counseling Chronicle (1-8)*. Wheaton Woods Elementary School.
- Manley, J. H. (1995). Assessing students' oral language: one school district's response. *Foreign Language Annals*, 28 , 93-102.
- Marzano, R. J. & Kendall, J. S. (1995). The McREL database: a tool for constructing local standards. *Educational Leadership*, 76, 42-47.
- Massachusetts Department of Education (draft February, 1995). *Making Connections: World Languages Curriculum Content Chapter (p. 42)*. Malden, MA: author.
- Massachusetts Department of Education (draft May 1, 1995). *Making Connections: World Languages Curriculum Content Chapter*. Malden, MA: author.
- Met, M. (1994, May). Are America's schools ready for world-class standards? *Educational Leadership*. pp. 86-87.
- Met, M. (1994). Foreign language instruction in middle schools: a new view for the coming century, *Annual Volume of the American Council on the Teaching of Foreign Languages* (excerpted). Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages.
- Met, M. (1995). *Some thoughts on setting standards*. Unpublished manuscript.
- Meyer, E. N. (1995). Active-learning approaches to the business french course: the business french research paper. *Foreign Language Annals*, 28 , 135-144.
- Mitchell, J. T. & Redmond, M. L. (1993). The FLES methods course: The key to K-12 certification. In J. Oller, Jr. (Ed.) *Methods That Work* (pp. 113-117). Boston: Heinle & Heinle.
- Moeller, A. J. (1994). Content-based foreign language instruction in the middle school: An experiential learning approach." *Foreign Language Annals*, 27, 535-544.
- Moeller, A. J. (1995). Teacher development: an effective life-long model. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Montgomery County Public Schools (1994). *Teaching Culture in Grades K-8: A Resource Manual for Teachers of French* (pp. 13-17, 25-28). Rockville, MD: Montgomery County Public Schools, Department of Academic Programs, Division of Curriculum Coordination and Implementation, Foreign Languages.
- Nathan, J. (1995, February 15). To improve high schools, change college-admissions policies. *Education Week*.
- National Association for the Education of Young Children (1989). *Appropriate education in the primary grades: a position statement of the National Association for the Education of Young Children*. Washington, DC: Author.

- National Standards in Foreign Language Education (1995). *Standards for Foreign Language Education: The Educational Context*. Winter/Spring 1995. Yonkers, NY: American Council on the Teaching of Foreign Languages, National Standards Project.
- National Standards in Foreign Language Education (1995). *National Foreign Language Standards: What You Need to Know*. Yonkers, NY: American Council on the Teaching of Foreign Languages, National Standards Project.
- National Standards in Foreign Language Education (1995). *Standards for Foreign Language Learning: Preparing for the 21st Century (Draft for Review and Comment)*. Yonkers, NY: American Council on the Teaching of Foreign Languages, National Standards Project.
- Nebraska Department of Education (1993, February 5). *Curriculum Frameworks: What, Why and How*. Lincoln, NE: Author.
- Nebraska Department of Education, Math and Science Framework (1995). *Making the Best Better: Primary Science*. Lincoln, Nebraska: Author.
- Nebraska Department of Education, Social Studies Framework (1995). *Nebraska K-12 Social Studies Framework*. Lincoln, Nebraska: Author.
- Nunan, D. (1991). *Language Teaching Methodology* (pp. 169-188). New York: Prentice Hall.
- Olson, L. (1995, January 18). 17-State project hammers out own standards: how to judge student performance confronted. *Education Week*.
- Olson, L. (1995, March 22). The new breed of assessments getting scrutiny. *Education Week*.
- Omaggio Hadley, A. (1993). *Teaching Language in Context*, (2nd ed.), (pp. 10-36, 79-88, 501-511). Boston: Heinle & Heinle.
- O'Neil, J. (1995). On using the standards: a conversation with Ramsay Selden. *Educational Leadership*, 52, (6), 12-14.
- Raven, P. & Wilson, J. A. (1993). Middle-school foreign language: What is it? What should it be? *Visions and Reality in Foreign Language Teaching: Where We Are, Where We Are Going* (pp. 105-113). Illinois: National Textbook Company.
- Resnick, L. & Nolan, K. (1995). Where in the World are World-Class Standards? *Educational Leadership*, 52 (6), 6-10.
- Richards, J. C. (1990). *The Language Teaching Matrix* (pp. 27-28, 67-85, 144-159). Cambridge: Cambridge University Press.
- Richard, J. C. & Lockhart, C. (1994). *Reflective Teaching in the Second Language Classroom* (pp. 118-137). Cambridge: Cambridge University Press.
- Richardson, J. (1995, February 5). Principals take the pulse of standards movement. *Education Week*.
- Salomone, A. M. (1993). Immersion teachers: What can we learn from them? In J. Oller, Jr. (Ed.) *Methods That Work* (pp. 129-135). Boston: Heinle & Heinle.

- Sass, E. H. (1995). What 9-12th grade students are expected to know and do in foreign language. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Schnaiberg, L. (1995, March 1). NABE sets goal: teachers fluent in second language. *Education Week*, p. 10.
- Smith, M. S. (1993). *Input enhancement in instructed SLA*. Cambridge: Cambridge University Press.
- Smith, N. (1995). Methodologies for tomorrow. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Smith, L. S. (1995). The K-12 foreign language curriculum. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Vanderslice, A. C. (1995). What 5-8th grade students are expected to know and do in foreign language. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- Viadero, D. (1995). Thirty nations set to participate in first study of language education around the globe. *Education Week*.
- Viadero, D. (1995, April 5). Even as popularity soars, portfolios encounter roadblocks. *Education Week*.
- Waters, T., Burger, D., & Burger, S. (1995). Moving up before moving on. *Educational Leadership*, 52 (6), 35-40.
- Watts, S. (1995). Effective instruction in the teaching of second languages. *Nebraska K-12 Foreign Language Standards/Frameworks Project Issues Papers*. Lincoln, NE: Nebraska Department of Education.
- West, P. Standards found to present challenge to teachers. *Education Week*.
- Willis, S. (1994). Making Use of National Standards. *Update*, 36 (9), 1,6. Alexandria, VA: Association for Supervision and Curriculum Development.
- World Languages Content Standards and Benchmarks*. pp. 77, 121-126. Michigan.

Abstract:

Effective Instruction in the Teaching of Second Languages

**Sharon M. Watts,
Omaha Public Schools**

As our society continues to become more globally aware, the percentage of students entering foreign/second language classrooms has dramatically increased. No longer is the foreign language classroom reserved for the gifted student only. Instead, all students are being encouraged to study foreign/second languages in order to participate linguistically and culturally in the global marketplace. There is also a diversity in our classrooms that has not been there previously. Students come to us with differences in the ways in which they learn and with their own cultural differences.

It is incumbent, then, upon those who are teaching to incorporate instructional strategies that address the needs of all the students in the classroom and that offer various paths to successful language learning. The diversity of the student population in our classrooms demands a diversity in the ways we teach these students. Teachers must understand the difference between language acquisition and language learning and use both concepts to help students gain proficiency in their new language(s). The use of tried-and-true strategies such as TESA and Cooperative Learning should be major factors in instructional planning. The focus must shift from the teacher-centered to a student-centered classroom in which the students are involved and feel comfortable as they work with their new language and culture. Students must be involved in the learning. They must be exposed frequently to authentic materials so that the real use and need of the target language is constantly emphasized. Students should also be involved in and made aware of the interdisciplinary connections as they grow in their mastery of the language. Teachers and students need to incorporate technology into both the teaching and the learning process.

Finally, just as teaching strategies and activities need to change to adjust to the full range of students in the foreign language classroom, so also assessment, both formal and informal, must reflect the way students are taught. All students can learn. It is only a matter of finding the key(s) to open the door of language learning. When the door opens, students are able to experience all the joys of discovering, experiencing, and enjoying other cultures and peoples. Through that doorway they can look beyond their own borders and truly participate in the global community and marketplace that await them.

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vschow@nde.state.ne.us.

Abstract:**The K-12
Foreign Language
Curriculum****L. Susan Smith,
Lincoln Public Schools**

Curriculum provides options for learning. Different levels of ability, development, and learning characteristics and styles of individual learners are expected, accepted, and used to design curriculum and are considered when making curriculum decisions. Curriculum's ultimate design should be to develop youngsters' self-esteem, sense of competence, and positive feelings toward lifelong learning (Bredenkamp, 1986).

Curriculum, the “what” of school, strongly determines learner success in acquiring a second language. Curricular communication among educators at all levels requires the willingness to compromise, to plan solid goals and objectives, and to constantly monitor progress at all levels as the key to achieving an articulated K-12 curriculum. Assessment always should be planned in tandem with curriculum in order to successfully measure learning and ensure smooth transitions between levels of learning.

The hallmark of a well-articulated, sequenced, and spiraled program is the focus on communicative acquisition. Guided by the framework of the national standards which give teachers a point of departure for learning and language objectives and of the *ACTFL Proficiency Guidelines* which identify levels of measurable proficiency, reasonable language outcomes can be determined. Based on these outcomes, communicative competence establishes the language learner as the real communicator within a highly interactive learning environment (Moeller, 1994).

If the major goal of a foreign language program is to develop in the student an ability to use the language functionally, then the curriculum reflects that same orientation. The curriculum presents the language as it is used authentically. Thus, to attain that end, curriculum must identify the ways in which the students may expect to use the language (the functions) in situations (the content/context) by incorporating the grammar and lexicon that are necessary to carry out the functions in the various context while maintaining the cultural authenticity of the language and its uses (Medley, 1987). Successful language learning activities are organized according to a communicative syllabus rather than a grammatical syllabus—grammar should not be the object of instruction for its own sake. A multicultural perspective, technology, and content connections systematically promote and develop independent learners who take responsibility for their own learning.

△ △ △

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

Abstract:

What K-4 Students Are Expected To Know And Do In Foreign Language

**Karen Bowley,
Arnold Elementary School,
Lincoln, Nebraska**

Foreign language proficiency outcomes are directly proportional to the amount of time spent in meaningful communication (Met & Rhodes, 1990). Like other parts of the “core curriculum,” foreign language education should begin at the elementary level thus giving the opportunity and resource to *all* students at a time when multilingualism is acknowledged as a survival skill of the 21st century (A Nation At Risk, 1983; Strength Through Wisdom Report, 1979; Critical Needs in International Education: Recommendations for Action, 1983; College Board, 1981). Studies indicate that early second-language study promotes heightened awareness of the child’s first language and increases other communication skills such as reading in the first language (Kindig, 1981; Lipton, 1976). Elementary foreign language programs also demonstrate positive and reciprocal effects on the child’s social skills and level of global awareness.

Upon establishing a vision for the K-4 program, there must be a clear understanding of the kinds of instructional formats that currently exist. Each format has its own capacity to achieve certain proficiency outcomes. As educators, students, and communities in Nebraska come together to establish new programs, this information can allow them to make a more realistic match between their vision, available resources, and the expected outcomes of the program’s format.

Like middle and high school students, elementary school learners bring their own profiles of strengths and liabilities to the learning environment. The ideal K-4 program must reflect the kinds of expectations that are congruent with the cognitive, physiological, and social characteristics of each child. The five goals of the *National Standards on Foreign Language Learning* (NSFLL) offer a scaffolding from which to design the ideal classroom. Educators can create outcomes from these goals that are based on the best practices and research about successful learner-centered environments.

Foreign language instruction at the elementary level represents the optimum starting point for the nationwide movement to prepare students for communicative acquisition. The NSFLL recognizes the elementary strand as part of a well-articulated sequence of instruction for the future direction of foreign language education. Ideally, the K-4 programs will lay the foundation for functional proficiency and positive cultural connections. Referencing what the K-4 learner should know and be able to do with the goals of the Standards will initiate the student’s journey as a life-long learner and a citizen of the world.

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

△ △ △

Abstract:**What 5-8th Grade Students are Expected to Know and Do In Foreign Language****Amy C. Vanderslice
Pound Middle School,
Lincoln, Nebraska**

The middle-level foreign language classroom can be an oasis in the early adolescent's school life when the activities meet the developmental characteristics of the early adolescent. The emphasis on positive effect in the foreign language classroom can have a profound impact on the middle school student's self-concept, thus contributing to the overall development of his/her identity and need to become part of a special group. Indeed, the group of individual students who pursue the acquisition of a second language at the middle level gain a unique perspective on their personal world and on skills related to communication in the world around them.

The middle school philosophy is congruent with current methods and strategies espoused by second-language acquisition experts who also emphasize the need for continuity in programs as students make transitions from grade level to grade level. Most middle-level programs in Nebraska are exploratory in nature and do not demonstrate an articulated sequence that bridges elementary and high school learning. The Foreign Language Exploration (FLEX) which is prevalent among Nebraska middle level and junior high schools ideally should make interdisciplinary connections for students to best conceptualize their learning.

A primary goal of a foreign language program is that students will continually increase their ability to communicate in the target language and ultimately acquire proficiency in that language. Thus, second language teaching methods and strategies must be considered when defining what the middle school student should know and be able to do in a foreign language because such methods and strategies for instruction are the critical link in fostering students' abilities to exchange, obtain, and process information in their second language.

In addition to basic communicative skills, middle-level students need the opportunity to explore and examine cultures other than their own in the context of the multicultural society in which they live. By gaining a broader multicultural perspective, students will gain insights into their own language and culture through comparison/contrast of similarities. By making specific connections across the curriculum, meaningful context makes learning substantive. The goals and strategies for the middle-level learner represent one point on the continuum of a student's educational pursuit of acquiring a second language.

△ △ △

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

Abstract:**What 9-12th Grade Students Are Expected To Know And Do In Foreign Language**

Erin Sass
Lincoln Southeast High School,
Lincoln, Nebraska

The high school is a final, yet integral part of students' public school experiences. It is at this crossroads that many students make life decisions and form life values. High school foreign language education prepares students to interact with people from culturally diverse backgrounds and provides students with skills necessary to communicate in a globally aware society. As technology and expanding markets continue to improve connections between a more culturally diverse Nebraska and the world, the relevance and immediacy of foreign language education in Nebraska becomes increasingly evident. Foreign language education is an admission requirement into post-secondary institutions and a preferential area of training of many regional employers.

“Adolescence is not a time of rebellion, crisis, pathology, and deviance. A far more accurate vision of adolescence is of a time of evaluation, a time of decision making, a time of commitment, a time of carving out a place in the world” (Santrock, 1990, p.8). The adolescent undergoes many changes that often are categorized as biological, emotional/social, and cognitive. Adolescents display the following cognitive behaviors: 1) increased abstract thought; 2) metacognition; 3) reasoning; 4) increased ability to write and understand written products; and 5) improvement in socio-linguistic skills (Fischer & Lazerson, 1984; Santrock, 1990). High school foreign language education capitalizes on these cognitive aspects of adolescence. Foreign language education encourages exploration of global societies and helps students become more aware of their own language and culture. Students also refine their communication skills and their ability to converse in socially appropriate ways through high school foreign language courses. Foreign language education also serves as a medium to study and discuss issues relevant to adolescents; such as, dating, school atmosphere, future planning and peer and family relationships.

Given the many reasons to pursue high school foreign language study—and the developmental needs of adolescents—it is paramount that foreign language assessments reflect a variety of language uses and the interests of our students. In recent years, foreign language education has sought to facilitate communication through a proficiency-oriented approach that is based on the integration of context/topical knowledge, function/skill use, and accuracy. Instructional methods have reflected this approach, and curricular modifications continue to be made. The area which has been least responsive to the proficiency-oriented approach is assessment (Valette, 1994).

▷▷▷

Abstract: What 9-12th Grade Students Are Expected to Know and Do in Foreign Language, continued...

Although an increasing number of assessments reflect the precepts of proficiency, the majority of summative tools continue to measure discrete-point grammar via pen-and-paper tests. Theorists (Bartz and Strasheim, 1986; Clementi and Sandroch, 1994; Eisner, 1993; Wiggins, 1994) and students (Costello, Haszard, Podraza, and Seim, 1994) argue that more varied assessments need to be implemented. This dissonance between what is taught and what and how it is tested leads to a lack of credibility of communicative goals, due to their absence in summative assessments (Valette, 1994). It is clear, then, that assessment needs—in context, content, and method—to reflect the desired student learnings.

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

△ △ △

Abstract:**Generative
Language Research
and Whole Language:
Theory to Practice****Jerald L. Fox
University of Nebraska at
Kearney**

The focus of second-language instruction over the past fifteen years has been centered on communicative competence. This has resulted in a variety of definitions of the concept. This paper looks at communication in second languages in terms of the four elements of communication: real-life intercourse, speech, written language, and culture. By looking at these four elements of language, we get a better understanding of the purpose of language.

The paper then turns to language acquisition—both L_1 and L_2 and generative language models—to discuss how form is connected to meaning and how the elements of language as communication are responsible for that meaning. The concept of implicit structural knowledge is discussed as is the idea of underdetermination, or the ability of children to learn more than that to which they have been exposed.

From generative theories, the paper moves to the practical application of these theories by discussing a method—whole language—and second by discussing means. A case for whole-language instruction in the L_2 classroom is made as the best way that we presently know to present language in its wholeness. Language appears to be learned in Gestalts, and whole-language models permit learners in a learning-centered model to learn language from the whole to the parts instead of learning it as a construction.

Finally, a non-mechanistic approach to planning teaching is discussed. In preparing lessons using whole language tenets, the framework of the story form is discussed as a way to present information permitting students to make meaningful connections. The story form is discussed as a very fruitful way to develop whole-language instruction in any classroom.

A sample ESL lesson is given at the end of the paper. By simply changing the language of instruction to a different target language, foreign language teachers will be able to see how the principles in this paper can be used to develop a classroom unit.

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

△ △ △

Abstract:

Methodologies for Tomorrow

Nicole Smith
University of Nebraska-Lincoln

The purpose of this paper is to look forward to the methodologies of the future. The advances in both research and technology compel us to anticipate some of tomorrow's demands in order to imagine and develop the methodologies to be used by those instructors working to implement the five goals of the national *Standards for Foreign Language Learning: Preparing for the 21st Century*, April, 1995, Draft:

- ◆ Communicate in languages other than English
- ◆ Gain knowledge and understanding of others' cultures
- ◆ Connect with other disciplines and access new information
- ◆ Develop insight into own language and culture
- ◆ Participate in multilingual communities and global society

The emphasis on communication will lead us to shift the more mechanical aspects of language learning to a redesigned language lab. The knowledge of other cultures will come not only from textbooks but from increased exposure to authentic materials coming through diversified sources; such as, videos, videodiscs, CD-ROMs and the Internet. New models for cultural training will be borrowed from such disciplines as anthropology and psychology. Cultural analysis will replace end-of-chapter culture notes in order to develop insight first into one's own language and culture and second into the language and culture of others. Students will then be better equipped to participate in our global society. A level of achievement clearly measured against a widely recognized scale will afford our students greater opportunities for employment.

△ △ △

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

Abstract:**Teacher Development:
A Life-Long
Learning Model****Aleidine J. Moeller
University of Nebraska-
Lincoln**

A distinction must be made at the onset regarding the terms “teacher education” and “teacher development.” Edge (1988) defines teacher education or training as something that can be presented or managed by others, whereas development is something that can be done only by and for oneself. This important distinction has strong implications for the nature of teacher education and the nature of teaching itself. It determines the nature of the techniques and approaches used in the teacher-education process. A brief description of several models of teacher education provides a knowledge base for understanding the evolution from “teacher education” to “teacher development.” According to Wallace (1991), there are currently three major models of professional education: the craft model, the applied science model, and the reflective model. The “reflective” model is a compromise solution which gives credence to both experience and to the scientific basis of the profession.

A professional teacher must have “the ability to reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner” (Schrier & Hammadou, 1994, p.220). The National Board for Professional Teaching Standards proposed the following themes for improving teacher competence: (a) commitment to student learning; (b) knowledge of subject matter and pedagogy; (c) responsibility for managing and assessing student learning; (d) reflection and flexibility; and (e) commitment to life-long learning.

The American Association of Teachers of German based its standards on these five themes in developing their Professional Standards for Teachers of German. An examination of the five standards and the implications for teacher pre-service preparation as prepared by the American Association of Teachers can serve as a mirror for teacher education and colleges by which to evaluate their programs. Called for are a variety of field experiences, substantial requirements for oral proficiency, elaborated methods courses, and expanded views of issues facing the profession of teaching (p.18).

Researchers and scholars have underscored the importance of the subject-matter-specific pedagogical knowledge course, often termed “methods.” Shulman states that it is “the particular form of content knowledge that embodies the aspects of content most germane to its teachability” (p.9). The pedagogical dimension of subject-matter knowledge recognizes the difference between “subject matter knowledge needed for teaching” and the “knowledge of subject matter needed by an expert” in a field (Shulman, 1986). The key feature of teachers’ understanding that differs from that of other experts is the ability to make their knowledge accessible to students. The true emphasis of any educational program should be the student. Each should maximize student benefits by providing the continuity necessary to ensure that the students receive a quality education which will permit them to functionally use the second language as a life skill for the 21st Century.

△ △ △

A copy of the entire issues paper and supporting bibliography may be obtained from the Nebraska Foreign Language Frameworks Project, Nebraska Department of Education, PO Box 94987, Lincoln, NE 68509-4987; phone: 402/471-4331; email: vscow@nde.state.ne.us.

The *Foreign Language Frameworks* sections on:

- *Assessments*
- *Curriculum Planning*
- *Strategies for Diverse Learners*
- *Teacher Preparation Guidelines*

are available separately from this document.

To download these sections, please return to the *Foreign Language Frameworks* page at the Nebraska Department of Education website:

www.nde.state.ne.us/FORLG/frameworks/frameworksmain.htm